REPORT RESUMES

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THE 1968 CATALOG OF RECORDED TELEVISION COURSES AVAILABLE FROM NATIONAL GREAT PLAINS INSTRUCTIONAL TELEVISION LIBRARY.
NEBRASKA UNIV., LINCOLN
EDRS PRICE MF-$0.50 HC-$4.64 114P.

DESCRIPTORS- *INSTRUCTIONAL TELEVISION, *TELECOURSES, *TELEVISED INSTRUCTION, AUDIOVISUAL AIDS, EDUCATIONAL TELEVISION, *CATALOGS, SECONDARY EDUCATION, ELEMENTARY EDUCATION, HIGHER EDUCATION, PARENT EDUCATION, ADULT EDUCATION, ENRICHMENT ACTIVITIES,

INTENDED FOR USE BY ADMINISTRATORS AND PLANNERS, THIS GUIDE DESCRIBES COURSES AVAILABLE FROM THE GREAT PLAINS ITV LIBRARY. FIVE INDICES ARE INCLUDED, ONE CLASSIFYING ELEMENTARY, JUNIOR HIGH, SECONDARY AND ADULT COURSES BY SUBJECT, ANOTHER LISTS THEM BY GRADE LEVEL. A THIRD LISTS COLLEGE COURSES BY SUBJECT, ANOTHER DESCRIBES INSERVICE TEACHER-TRAINING MATERIALS. A FINAL ALPHABETIZED INDEX LISTS ALL COURSES CURRENTLY AVAILABLE FROM THE GREAT PLAINS LIBRARY INCLUDING FORD FOUNDATION KINESCOPES. LEASING AND PURCHASING COSTS ARE GIVEN, AS WELL AS PREVIEWING POLICIES AND ORDERING INFORMATION. (JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED019007

RECORDED TELEVISION COURSES

ELEMENTARY

SECONDARY

COLLEGE

from

Great Plains National
Instructional
Television
Library

THE POLICY BOARD
# of the
Great Plains National Instructional Television Library

Though television is a relative youngster in the field of education, its usefulness in schools and colleges has become evident in thousands of classrooms across the United States. Educational institutions employing instruction by television have found recorded telecourses from Great Plains National Instructional Television Library playing a significant role in their curricular planning.

Thousands of youngsters and hundreds of teachers have viewed materials distributed by the Great Plains Library over the past six years. The strength and usefulness of this material is indicated by the fact that the course re-use rate, from year to year, has ranged from 95 to 99 per cent. These significant statistics, indicating enthusiastic and continued acceptance, assure a high degree of validity in the material.

New quality telecourses are continually being added to the Great Plains' offering, as shown in the pages of this 1968 catalog. The Library's pledge is that education be served progressively and efficiently through ambitious and thoughtful use of the television medium. We invite you to read this catalog. It is a graphic outline of our ability to serve you well.

Kenneth E. Oberholtzer

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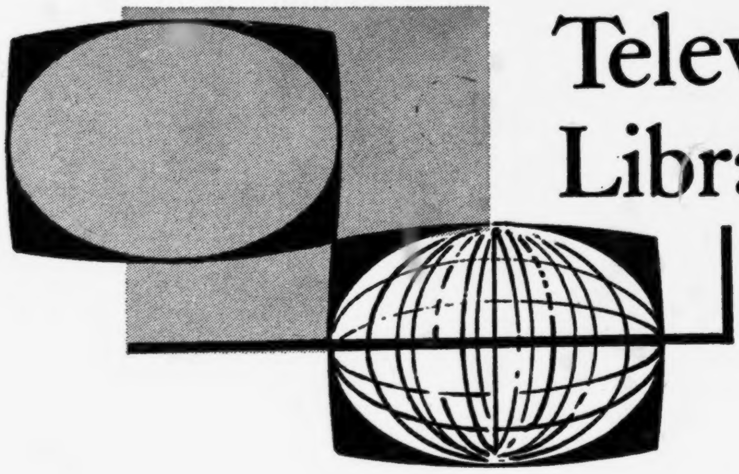
The 1968 Catalog of

RECORDED TELEVISION COURSES

available from

National

Great Plains Instructional



Television
Library

University of Nebraska
Lincoln, Nebraska 68508
Area Code 402 432-3081 or 432-3637

The Great Plains National Instructional Television Library

1968 Catalog
of
Recorded Television Courses

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The 'What and Why' of National Great Plains Instructional Television Library

–A MESSAGE OF INTRODUCTION FROM THE STAFF–

Education is an ever-continuing, never-ending search. The student searches for knowledge . . . the teacher, in addition to his quest for expanded personal knowledge, looks for ways in which to upgrade the quality of his instruction. Forward-looking teachers appreciate stimuli which may spur them toward innovation and the use of materials and tools which will help them be more effective in their work.

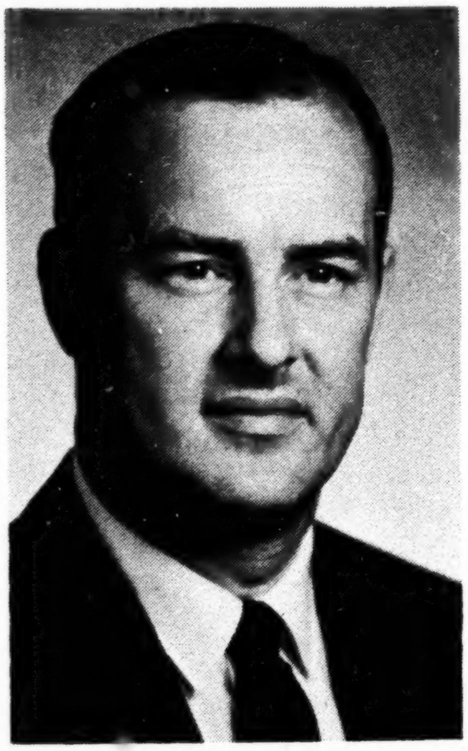
Perhaps the most important and meaningful aspect of this search lies in the finding of material which challenges the student to develop better observation and listening skills. This type of stimulus is found in good instructional television courses and, consequently, schools wisely using ITV have found it to be a tool of great value.

However, the production of quality instructional television lessons requires special talent, a sizeable staff, much time, hard work and money. In some instances these expenditures of time and talent are unnecessary because quality materials have already been produced, recorded and made available on video tape.

The Great Plains National Instructional Television Library now supplies many of the best instructional television lessons made in the United States. These series of lessons, produced and used by major non-profit educational institutions over the nation, are described on the pages of this catalog.

PAUL H. SCHUPBACH
Director, GPNITL

L. TRACY CLEMENT
Associate Director



MILTON E. HOFFMAN
Programming Counselor

W. T. (Bill) SEMRAD
Programming Counselor

Just how and why did the Great Plains National ITV Library come into being?

A study undertaken in 1960 and 1961 by Jack McBride and W. C. Meierhenry of the University of Nebraska (made in cooperation with the U. S. Office of Education) revealed that many recorded ITV courses had been produced privately for independent use in school systems over the country.

The question became: how could this extant material best be acquired, stored, duplicated and distributed to schools desirous of its use. The idea formed: through the establishment of distribution centers or "libraries" exclusively organized for these tasks.

The Great Plains Library thus came into being in 1962 as one of these experimental centers. It was initially funded by the U. S. Office of Education as a Title VII project. After only four years of operation under the aegis of USOE, the Library assumed total fiscal independence and responsibility in November 1966.

This new phase in the operation of GPNITL came about due to the continued and growing usage of the Library's instructional materials by educational institutions across the United States.

Though no longer the recipient of Federal funds, the Library continues to work under the administrative wing of the University of Nebraska Television Department . . . and under policies established by a policy board (currently 12 members) comprised of persons from across the nation representative of all levels of educational interests.

The basic purpose of the Library is to provide for the acquisition, storage, duplication and distribution of videotaped instructional materials . . . and to make them accessible for use by state and local, private and public educational agencies for use in elementary or secondary schools and institutions of higher learning.

During the 1966-67 school year, the Library served 75 educational patrons across the United States (Alaska and Hawaii included) and in Canada. Course-uses from GPNITL during the period totaled 259, representing the duplication and distribution of nearly 7,800 separate telecourse lessons. A state-by-state listing of Library users may be found elsewhere in this catalog.

More than 80 separate courses in a variety of subject matter areas and ranging through the elementary, secondary and college scholastic levels are now available through the Great Plains Library—a distant and astounding leap from the single course offered by the Library during its first year of existence.

Because the majority of these courses are primarily supplemental in nature (the college level material excepted), they can easily be adapted to the curriculum of almost any school. However, each course should be carefully considered as to its suitability for use in view of local educational needs.

Distribution of these recorded courses is through duplicate video tape recordings made from duplication masters held at the Great Plains National Instructional Television Library. Individual and freshly-dubbed recordings are made for each user to meet the tape width, scan configuration and tape speed requirements of his playback equipment. A listing of VTR models currently in use at GPNITL may be found in the back of this catalog. The Library can record either on the user's own tape or video tape stock may be leased from the Library for this purpose.

Most of the Great Plains telecourse material is available on a lease basis only. On this basis, the user pays the duplication and service fees plus a fee for the right to use the series via television. The basic lease-cost structure is outlined in the "General Information" section of this catalog. The "General Information" section also contains statements dealing with various policies as they apply to procurement and use of instructional and informational materials from the Library. Complete information on the Library's "no obligation" previewing service is also contained in this section.

This marks the second year the GPNITL catalog has contained 31 college-level courses from the nationally-acclaimed Chicago TV College. Their inclusion is important to higher education not only from the standpoint of actual general availability of the recorded courses but also because of a unique system whereby credit hours may be earned, in some cases, through the Chicago school itself. More information on this system, plus an announcement of expanded and more practical previewing arrangements, may be found in a preface to the college material section of this catalog.

We would also like to draw attention to two sections of the catalog which are concerned with a growing fund of teacher utilization and in-service materials. One section is labeled as such; the other lists an historically-important collection of kinescopes collected by the Ford Foundation. Teachers new to the ITV field will find this material helpful in gaining an understanding of techniques and procedures necessary for full utilization of the televised courses.

For your convenience, this year's catalog contains a general table of contents (fore part of this book) and five indices. One index classifies elementary, junior high, secondary and adult courses by subject. Another classifies them by grade level. A separate index classifying all college courses by subject matter is also included as well as one for the utilization and in-service materials . . . and an alphabetized index of all materials currently offered by the Library.

The Great Plains National Instructional Television Library is dedicated to the principle of service to education through the medium of instructional television. The Library staff is pleased to work with curriculum directors and administrators to help them locate the television courses which will best fit the philosophy and curriculum of their institutions.

It should also be noted that the Library staff examines courses not only from this catalog but considers all recorded instructional television courses available in order to help find the proper material to fit a specific curricular need.

We sincerely invite your inspection of this catalog. Please feel free to contact us for assistance or additional information. The Great Plains National Instructional Television Library exists to serve you.

PAUL E. FEW
Operations Coordinator

RICHARD L. SPENCE
Information Coordinator

GENERAL INFORMATION

on services offered by the

Great Plains National Instructional Television Library

INCLUDING: *Lease-Cost Structure for Telecourses, Definitions, Previewing Policies, Teacher's Guide Price List, Purchase Materials Available, Basic Ordering Information, Quantity Orders for Informational Material*

PRICING LIST (Lease-Cost Structure) for GPNITL TELECOURSE MATERIALS

The distribution plan of the Library provides for an individual, freshly-duplicated recording of each lesson for each user of a course. Charges are based on the actual cost of producing a recording. Variables which influence the total cost of a course are: (1) the number and length of lessons; (2) the number of transmission points from which the signal is telecast; (3) the total span of time during which all telecasts of a single lesson occur, and (4) the factor of whether the user supplies the video tape or whether the Library leases the use of the tape to the user. For the basis of calculation, the following table gives the per-lesson cost, based on one or two points of transmission, provided all replays of each lesson are within a 7-day period, with the user supplying the video tape for the duplicate recording:

15-minute lessons — $45.00 per lesson
20-minute lessons — 50.00 per lesson
30-minute lessons — 55.00 per lesson
45-minute lessons — 64.50 per lesson

Total cost of a course, then, is the product of the per-lesson cost times the number of lessons used. (Tape transportation charges are in addition to the above costs.)

If the user wishes to renew the right to use the series during a subsequent semester or subsequent year, the cost for this renewal 7-day use period is reduced (providing all recordings have been retained by the user). The renewal costs are as follows:

15-minute lessons — $32.50 per lesson
20-minute lessons — 32.00 per lesson
30-minute lessons — 37.00 per lesson
45-minute lessons — 39.50 per lesson

Total cost for the renewal use period is, again, the product of per-lesson cost times the number of lessons used. No transportation costs are involved, of course.

The Library has an alternate plan whereby the use of the tape for a one-week period is provided to the user. Each user still gets a new duplicate recording, thus assuring the best quality recording possible from the original master and eliminating the dangers of improper replay techniques of a previous user which might result in partial erasure or physical damage, or of delayed shipment by the previous user. The per-lesson cost under this basis, still assuming the one or two points of transmission with all replays of each lesson being carried within a 7-day period, is as follows:

15-minute lessons — $50.00 per lesson
20-minute lessons — 55.00 per lesson
30-minute lessons — 60.00 per lesson
45-minute lessons — 69.50 per lesson

The total cost of a course is the product of the per-lesson cost times the number of lessons used. Under this plan, there is no reduction in cost for renewal of the use period. Library-owned tape used for this plan is insured at the Library's expense, both while in transit and while in the user's possession. The only additional cost is the parcel post charges for the return of the tape after each week's use.

Quotations will gladly be provided for conditions other than those provided for above—for multiple station networks, for extended replay privileges, or for longer lesson lengths. The number of viewers —actual or potential—has no effect on the rate charges. There is no price differential for quadruplex or helical scan recordings or for open or closed circuit, VHF, UHF, or 2500 MHz systems. These charges and conditions have remained stable since 1962. It is not anticipated that adjustments will be made. However, in the unlikely event that changes become necessary, advance notice will be given.

(November 1967)

DEFINITIONS

Terms used in ascertaining fees for use and transmission of material obtained from the Great Plains National Instructional Television Library are defined below:

Telecast

The transmission of video and audio signals by electronic means whereby such signals are subsequently viewed on a television receiver or television monitor. Said transmission may be accomplished by means of an open circuit VHF or UHF television station, 2500 MHz system, an intra- or inter-building closed circuit system, community antenna system, cable system, or any combination of the above.

Use Period

The elapsed time in which all programs contracted for in the series are telecast, provided no single program shall be telecast on more than seven consecutive days starting with the date of the first telecast of that lesson. Each seven-day period or fraction thereof beyond shall constitute an additional use period.

The above definition applies only to the use of material which is a part of a recorded instructional television course. Policies and conditions governing use of other materials in this catalog are noted individually as they apply.

The license for telecast for one use period under any one of the following conditions:

a) One point of origination for a community antenna system, cable system, intra- or inter-building closed circuit system, or other closed circuit system.

b) One, but not more than three, electronically interconnected open circuit VHF/UHF television stations. Each additional three interconnected stations (or fraction thereof) shall constitute an additional contract use for the purpose of determining fees.

c) One, but not more than two, open circuit VHF/UHF television stations under the same ownership or control where no electronic interconnection exists and where tapes are physically moved from one location to another for the purpose of additional telecasts. Each additional two stations (or fraction thereof) shall constitute an additional contract use for the purpose of determining fees.

d) One 2500 MHz television system.

Each of the above classifications shall constitute a contract use as designated and shall be cumulative when in combination, except that community antenna, cable systems, closed circuit systems, and 2500 MHz systems may carry the signal when received from an open circuit television station where written permission has been granted by said television station for the above mentioned operations to carry programming emanating from said station.

PREVIEWING POLICIES

All telecourses offered at the elementary, secondary and college levels by the Great Plains Library may be previewed by interested educational institutions. There is no obligation or cost connected with this service . . . save for return postage of the material to the Library.

Those desiring previews have a choice of two media—standard two-inch quadruplex video tape . . . or kinescope. The video tape previews—for reasons of practical economics—are available on this "no charge" basis ONLY on the quad tape configuration. The potential user should understand, however, that if the telecourse is leased it can be duplicated to major video tape configurations as desired by the user.

Kinescope previews may be played on any 16 mm sound motion picture projector. Though kinescope previews are provided by the Library to broaden previewing possibilities and facilitate scheduling, the user should be aware of some technical quality loss always present in such transferral.

The potential user should also be aware of the fact that only randomly-selected lessons from the telecourses are available for previewing purposes. Only these pre-selected previews are available on a "no charge" basis . . . this arrangement again made necessary by economic considerations.

At times, the demand for previews of a certain course is so high that the initial scheduling date of the user cannot be honored. With this in mind, please list at least two alternate dates when requesting previews. Notification and confirmation of the scheduled date will be acknowledged by mail from the Library.

Previewing privileges are not available on certain of the material outlined in the "Utilization, In-Service" section of this catalog. Please refer to this section for specific details.

Another note on "economics": Preview requests or other shipments which have to be made at other than normal surface rates—due to late request of the user—will be shipped at user's cost.

TEACHER'S GUIDE PRICE LIST

	Per Copy
ADVENTURES IN SCIENCE—5th Grade (30 Lessons, $1.35)	$1.75
AMERICANS ALL	1.00
ART ABOUT US	2.00
ART AT YOUR FINGERTIPS	1.75
ART HERE, THERE, EVERYWHERE	.70
ASTRONOMY FOR THE GIFTED	*
CHILDREN'S LITERATURE	.65
EARTH AND SPACE SCIENCE	2.50
ENGLISH COMPOSITION (Jr. High)	.45
ENRICHMENT PROGRAMS—Cal. Project Talent (Viewer's Guide)	1.00
GEOGRAPHY	.50
GEOGRAPHY FOR THE GIFTED	*
HABLO ESPANOL	* *
HABLO MAS ESPANOL	* *
JUST WONDERING	2.25
LAND AND SEA	.35
LANGUAGE CORNER	.75
LANGUAGE LANE	.75
MAGIC OF WORDS	.50
MATHEMATICS — 1	.70
MATHEMATICS — 2	.70
MATHEMATICS — 3	.70
MATHEMATICS — 4	.70
MATHEMATICS — 5	.70
MATHEMATICS — 6	.70
MATHEMATICS FOR THE GIFTED	*
MODERN GENERAL MATH FOR PARENTS—Jr. & Sr. High School (Viewer's Guide & Workbook—Combined)	1.50
MODERN MATH FOR PARENTS—Elementary (Viewer's Guide & Workbook—set)	1.00
NEIGHBORHOOD EXPLORERS	.45
NEW DIMENSIONS IN SCIENCE	1.75
PHYSICAL EDUCATION 1 & 2	.40
PHYSICAL EDUCATION 3 & 4	.40
PHYSICAL EDUCATION 5 & 6	1.65
PLACES IN THE NEWS	.30
QUEST FOR THE BEST	.75
RAILS WEST	.65
SCIENCE ROOM	.85
SEARCH FOR SCIENCE	.85
SOUNDS LIKE MAGIC	1.35
SOUNDS TO SAY	.50
SPORTSMANLIKE DRIVING (Guide Only, Not Text)	1.00
TIME FOR ART	2.00
WEATHER AND MAN (Study Outline)	.25
WORD MAGIC	.40
WORLD OF SCIENCE—6th Grade (30 Lessons, $1.35)	1.75
YOU CAN DRAW IT (Viewer's Guide & Workbook—Combined)	.35

*** Student Project Books for Astronomy, Geography and Mathematics for the Gifted telecourses cost $1.75, $1.50 and $1.00 (per copy), respectively. Teachers' guides are provided without charge (one guide for each order of ten or less project books). Quantity discounts are available. Complete pricing information can be obtained, and books and guides may be ordered, from: University of Illinois Press, Urbana, Illinois 61803.**

*** * Teachers' Guides, Parents' Handbooks and a wealth of ancillary materials are available for use in conjunction with these Spanish telecourses. Complete pricing information is available, and the materials may be ordered, from: Dept. D. M., Follett Publishing Company, 1010 Washington Boulevard, Chicago, Illinois 60607.**

Study guides (at $1.00 per copy, plus shipping) for all Chicago TV College telecourses may be ordered directly from: Chicago TV College, 5400 North St. Louis Avenue, Chicago, Ill. 60625.

Auxiliary study materials for the three telecourses produced by the Manpower Education Institute—"Office Career Training," "TV High School" and "TV Shorthand"—may be obtained directly from the Institute. Refer to the course outline pages in this catalog for ordering address.

Certain of the guides distributed by the Great Plains National ITV Library may be faced with a customized cover per desire of the using institution. A minimum order of 350 guides (of a single title) and a six-weeks-in-advance delivery date request are the basic requirements for this service. Please contact the Library for more specifics.

(NOVEMBER 1967)

REQUIRED INFORMATION FROM THE USER

If your institution, after evaluative previewing and discussion, decides to use a telecourse from Great Plains National . . . a certain amount of basic information is needed by the Library at ordering time.

Relaying of this information (outlined below) at that time will expedite service from Great Plains Library:

- ☆ Name and full address of agency entering into use-agreement
- ☆ Title of the telecourse
- ☆ Telecast schedule (program numbers and dates)
- ☆ Medium to be used (user tape, lease tape from Library, or other)
- ☆ Make and model of video tape recorder to be used . . . and recording speed
- ☆ Name and title of person placing the order
- ☆ Quantity of teacher or study guides needed
- ☆ Billing information (address, number of copies needed, etc.)
- ☆ Shipping address
- ☆ Special shipping instructions (material will be shipped parcel post unless otherwise indicated)

QUANTITY ORDERS FOR CATALOGS, NEWSLETTER REPRINTS

Due to the rather extreme costs involved in the production of our annual catalog, requests for the book in quantities of 10 or more will be filled at cost (about 50 cents per book).

Newsletter reprint requests in quantities of over 100 copies will be furnished at cost (about $5 per 100). Quantity reprints of other materials will also be furnished at cost. Contact Great Plains Library for specific quotations.

In all above-noted cases, if shipment of the material is requested at other than the standard surface rate, postage charges will be assessed the requester.

PURCHASE MATERIALS

Though the bulk of material offered by Great Plains Library is available on a lease basis only, there are some exceptions. They are noted below:

In the "Utilization, In-Service" section of the catalog—CHANNELS TO LEARNING, TV IN THE CLASSROOM (kinescope), THE STUDIO TEACHER, ENRICHMENT PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS, TELEVISION IN YOUR CLASSROOM (sound, film strip)—and in the "Elementary, Junior High, Secondary and Adult Levels" section—SPORTSMANLIKE DRIVING.

Please refer to these sections for specific details.

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RECORDED INSTRUCTIONAL TELEVISION COURSES for the ELEMENTARY, JUNIOR HIGH, SECONDARY and ADULT LEVELS

All Telecourses Outlined in This Section of the Catalog are Available for Lease on Either Standard Quadruplex or Helical Scan Video Tape Configurations (Please Refer to Last Page of This Catalog).

PREVIEWS OF THIS MATERIAL ARE AVAILABLE ONLY ON QUADRUPLEX VIDEO TAPE OR KINESCOPE.

OFFICE CAREER TRAINING

Thirteen, 30-minute lessons
(for Secondary and Adult)

TV TEACHER LAWRENCE ERICKSON, associate dean of the graduate school of business education at the University of Los Angeles, handles the typing training lessons of "Office Career Training." MARY ELLEN OLIVERIO, professor of education at Teachers College of Columbia University in New York City, supervised program content for the entire telecourse. Other TV teachers (not pictured) are Lois Schantz and Doris Foster.

This comprehensive telecourse has as its basic objective that of qualifying the student viewer not only to merely handle an office job but also to grow and advance in this work-field. It covers most of the phases of office procedure, but, because 85 per cent of openings in the office career field require a knowledge of typing, a major portion of this "Office Career Training" telecourse is devoted to typing instruction.

Additionally, the series appraises the job market, refines categories of office jobs—showing workers on the job—and provides detailed training on how to perform those office jobs offering the best opportunity for advancement. The course will also help people decide how to select job categories that are best suited to their special abilities . . . and then prepare them to do that job.

The TV teachers of "Office Career Training" include: Professor Lawrence Erickson, associate dean of the graduate school of business education, University of Los Angeles; Miss Lois Schantz and Miss Doris Foster. Professor Erickson, widely known for his research on typing training, has geared that phase of the course both to train people to type, or to increase the skills of those who already know how to type.

The Misses Schantz and Foster, both experienced teachers of office procedure, stress what an employee must know to perform a range of office jobs. Overall supervision of telecourse content was the responsibility of Mary Ellen Oliverio, professor of education, Teachers College, Columbia University, in New York City.

A study kit comprised of textbooks on office practices, typing, and booklets to facilitate guided self-learning is available. Specific information on this material may be obtained by writing: OFFICE CAREER TRAINING, Box 310, Grand Central Post Office, New York, N.Y. 10017.

Great Plains Library will NOT handle quantity distribution of these kits.

Quad tapes or a kine of typical lessons from the course—along with a sample copy of the basic TV study guide for the telecourse—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

OUTLINE OF THE COURSE—Lesson numbers, titles and annotations:

1. CAREERS IN THE MODERN OFFICE. Introductory lesson to develop an acquaintanceship with the nature of the modern business office and the career opportunities available to the student.

2. A LESSON DEVOTED ENTIRELY TO TYPEWRITING. Eighty-five per cent of all office jobs require a knowledge of typing.

3. HANDLING TELEPHONE COMMUNICATIONS. Basic principles for good telephone usage also apply in the business world. Businesses register many complaints about office workers who do not use the telephone effectively.

4. HANDLING CALLERS. While many companies have receptionists who greet callers on their entry into the central office, most office workers must know how to greet visitors and assist them.

5. RECORDS MANAGEMENT IN THE OFFICE. Businesses keep many kinds of records. It is important that these records be systematically stored so they can be secured quickly when needed.

6. RECORDS MANAGEMENT (Continued). There are standard procedures used in preparing materials for filing and in retrieving materials from files.

7. HANDLING THE INCOMING MAIL. Modern businesses receive a great deal of mail each working day. In order that mail be routed to the proper persons, it is important that mail handling routines be well-organized.

8. HANDLING OUTGOING MAIL. Procedures for handling outgoing mail must be as well-organized as those for the handling of incoming mail.

9. COMPUTATION SKILLS IN THE OFFICE. There are many places in the modern office where computing is necessary. Figures are an important aspect of business. So many machines are available to speed the task of adding, subtracting, multiplying and dividing, and an office worker may have the use of such a machine. She finds her work more meaningful if she understands the processes of fundamental arithmetic.

10. DUPLICATING TASKS IN THE MODERN BUSINESS OFFICE. Multiple copies are generally required of every piece of material prepared in the modern office. Methods for speedy and attractive duplication of copy are important to the efficiently operating business.

11. COMMUNICATIONS IN THE OFFICE. Communications are basic to modern business. To communicate accurately and appropriately it is important for all office workers to have command of English fundamentals.

12. THE WORK STATION. The modern office worker has a work station equipped for efficient and effective service. However, it is the worker's responsibility to keep the station in good working order.

13. SEEKING A JOB. Business needs a variety of workers to maintain the many activities that are a part of a modern enterprise. Opportunities are available for people with all types of interests and skills.

Produced by Manpower Education Institute of the American Foundation on Automation and Employment in New York City

TV SHORTHAND —ABC Stenoscript

(for Secondary and Adult)

Thirty-nine, 30-minute presentations

TV TEACHER CARYL P. FREEMAN, who holds an Ed.D. degree from New York University, has 12 years of experience in vocational education. Dr. Freeman recently developed a special series of filmstrips to be used for classroom instruction in Stenoscript ABC Shorthand and was the author and first teacher-coordinator of an experimental high school program designed to assist deprived students to attain vocational competence in office occupations. In addition, she has worked in various office capacities in businesses throughout the United States and has studied international economics at the Universities of Glasgow (Scotland) and Oslo (Norway).

ABC Stenoscript, the method taught in this telecourse, is a shorthand technique which uses the alphabet instead of special symbols. Widely used in industry, ABC Stenoscript has excellent commercial applications for those with a knowledge of typing. It is being taught in more than 1,000 public schools, universities and colleges in the United States. The method is accepted by major business firms—including IBM, General Electric, Hughes Aircraft, American Institute of Banking—and by the Civil Service.

ABC Stenoscript is quickly and easily learned. The average person can attain a speed of 80 words per minute with a reasonable amount of practice and effort. Eighty words per minute is the entry-level requirement for stenography jobs.

The telecourse was developed by the Manpower Education Institute of the American Foundation on Automation, a labor-management organization headquartered in New York City which functions to develop job skills for those who work. The series was co-sponsored by the Commerce and Industry Association of New York, Inc.

In early 1967, New York City businessmen and business organizations were deeply concerned about the critical shortage of qualified office workers—and particularly about the shortage of men and women who could take shorthand. The need was so great that four television stations in New York City contributed public service air time in the spring of 1967 for presentation of the "TV Shorthand" course.

Public response was so favorable that the series was replayed in the summer of 1967. Many of the participants are now qualified stenographers and are helping to fill the 25,000 job openings per month gap in New York City.

The course was developed initially to help typists upgrade their jobs. It was instituted with this thought foremost in the developers' minds. However, it has been found to have practical application to a broad spectrum of the American public:

—The housewife who wants to return to office work at higher pay;

—The professional man or woman—doctor, engineer, journalist, lawyer, teacher—who has to make accurate and rapid notes;

—The high school and college student who has to take lecture notes; or

—Anyone who attends meetings or conferences and has to prepare notes.

Knowledge of the alphabet, a few simple rules and plenty of practice are the prime ingredients for successful completion of the course.

The Great Plains Library is now making this series available on video tape to educational institutions desirous of its use. It consists of 26 half-hour lessons and 13 half-hour review sessions. Each review telecast is a review of the two previous lessons.

Though not absolutely necessary, the student of ABC Stenoscript will find it extremely helpful to use a special Home Study Kit in conjunction with the telecourse. The study kit contains: a 196-page textbook with practice sections and a 5,000-word Stenoscript dictionary; a TV study guide with lesson-by-lesson outlines; a dictation book with practice space for each lesson; and four 12-inch LP records which cover all the rules and give practice dictation at gradually increasing speeds.

OUTLINE OF THE COURSE: Lesson Numbers and Topics

1. Introduction; Writing *t*, *i*, and *j*; Dominant sounds; Vowel sounds; Double consonants.
2. Sound of *ch*; Past tense; Plurals; Punctuation; Paragraphing; Abbreviations; High-Frequency words (Group I).
3. Sound of *th*, *nd*, *nt*, *mond*, *mand*, *mend* and *ment*; Sound of *ng*; Suffix *shun*; Sound of *sh*; Sound of *nk*.
4. Review; Omission of *l* and *r*; High-Frequency words (Group II); Dictation practice.
5. Sound of *rd*, *rt*, *rk* and *ward*; Sound of *oi* and *ry*; Dictation practice.
6. Prefix *mis*; Sound of *ntr*; Prefix *dis* and *des*; High-Frequency words (Group III); Salutations and closings.
7. Review; Accentuated vowels; Dictation practice.
8. Sound of *st*; High-Frequency words (Group IV); High-Frequency word drills.
9. Suffixes *ity* and *nce*; Sound of *ble*; Dictation of letters.
10. Prefixes *con* and *com*; Sound of *contr* and *counter*; Sound of *eus*, *shul* and *shus*; 24 Brief forms.
11. Prefix *sub*; Suffixes *tive* and *ly*; Prefix *ad*; Dictation.
12. Suffix *ful* and *fully*; Sound of *circ* and *circum*; Theory review.
13. Prefixes *un* and *trans*; Sound of *ow*; Theory review.
14. Representation of days, weeks, months and years; Time; Theory test.
15. Selected theory review; Speed building practice.
16. Selected theory review; Speed building practice.
17. Speed building; Full-block letter form; Dictation for transcription.
18. Speed building; Modified-block letter form utilizing subject line; Dictation for transcription.
19. Modified-block letter form; Memo form; Speed building; Selected theory review; Dictation for transcription.
20. Memo form; Full-block letter form; High-Frequency word drill; Selected theory review.
21. Full-block letter form with attention line; Letter of recommendation with enclosure notation; Modified-block letter form with subject line; Office-style dictation.
22. Selected theory review; Speed building; Review of letter forms.
23. AMS letter form; Speed building; Selected theory review; High-Frequency word drill; Letter review.
24. Selected theory review; Speed building; AMS letter form; Unpreviewed dictation.
25. Selected theory review; Speed building; Style review; Envelopes; Dictation for transcription.
26. Envelopes; Speed building; Transcription efficiency; Formal testing.

Great Plains Library will NOT handle quantity distribution of these kits. They may be ordered (at $15 per kit) from: TV SHORTHAND, Box 310, Grand Central Post Office, New York, N. Y. 10017.

Quad tapes or a kine of typical lessons from the course—along with a sample copy of the TV study guide from the kit—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by Manpower Education Institute of the American Foundation on Automation and Employment in New York City

SPORTSMANLIKE DRIVING

(Secondary and Adult)

Thirty, 30-minute lessons

The constantly increasing need to provide learning experiences in the proper operation of a motor vehicle has caused the area of driver education to become one of major concern in today's secondary school curriculum.

"Sportsmanlike Driving" will provide some of the learning experiences necessary to this vitally important curricular area. Its lessons vividly present concepts in a manner not possible in the normal classroom or driving laboratory situation.

Fourteen months of painstaking work were involved in the production of this outstanding course. The producers exercised great care in seeking locations and conditions which would effectively and graphically demonstrate the instructive points of each lesson.

Illustrative concepts presented in the lessons of "Sportsmanlike Driving" will reinforce the classroom instructor with demonstrations of the most widely-accepted techniques and principles of safe driving. Leading safety and driver education specialists throughout the country were consultants during preparation of this series, thus making it one of the most thoroughly researched courses available for instructional television today.

Both the telecourse and the teacher's guide accompanying the course are designed to be compatible with *Sportsmanlike Driving*, long recognized as the standard textbook for driver education in the United States.

Author of the script and on-screen teacher for the course is Harold O. Carlton, Educational Consultant for the American Automobile Association. Mr. Carlton brings 30 years of pioneering, driver education experience to the presentation. His positive, direct and natural manner make "Sportsmanlike Driving" an extremely effective educational experience.

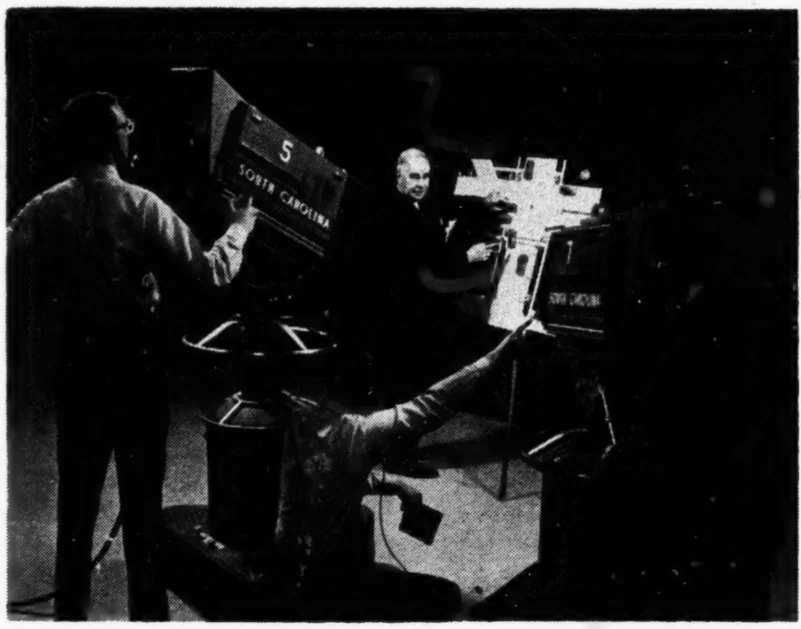
Great Plains Library is making the course available *for lease on video tape or for sale or lease in film and kinescope form*—and for both telecast or non-telecast use. The course may be used for telecast or non-telecast instruction by schools or as a public service presentation by ETV stations.

All thirty lessons are available on monochrome video tape. Fourteen of the thirty lessons are available exclusively on color film. They are so noted by "(COLOR)" in the lessons listing on this page. The balance of the lessons (sixteen) are on black and white kinescopes.

Also being made available are thirteen selected lessons from the full course. This selection, termed a "Refresher Series," was chosen to provide users with a review-type series geared for the experienced driver who may derive benefits from being reminded of some important driving principles either forgotten or neglected over the years. Lessons comprising this "Refresher Series" are coded with a star in the lessons listing below.

Potential users of this course via the video tape medium are directed to the "General Information" section of this catalog where a study of the lease-cost structure employed by the Library will reveal the costs involved. Because of the cost differentials involved in either leasing or purchasing the course as a film-kinescope presentation, potiential users in these media are invited to contact the Library for specific quotations.

Quadruplex video tapes and/or films and kinescopes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.



TV TEACHER HAROLD CARLTON

The lessons titles of "Sportsmanlike Driving":

1. **A Time to Live ★**
2. **How the Automobile Runs**
3. **Taking Care of Your Car ★**
4. **Physical Fitness and Traffic Safety**
5. **The Eyes of the Driver ★**
6. **Attitude and Behavior of a Good Driver ★**
7. **Traffic Laws Made by Nature ★**
8. **Traffic Laws Made by Man ★**
9. **Motor Vehicle Laws**
10. **Traffic Law Observance & Enforcement ★**
11. **Driver's Permit or Operator's License**
12. **Getting Ready to Drive (COLOR)**
13. **Fundamental Driving Techniques I (Automatic Transmission) (COLOR)**
14. **Fundamental Driving Techniques II (Standard Transmission) (COLOR)**
15. **Basic Maneuvers I (Turning & Backing) (COLOR)**
16. **Basic Maneuvers II (Hill Starts and Parking) (COLOR)**
17. **Advanced Driving (COLOR)**
18. **Night Driving and Seeing (COLOR) ★**
19. **Reaction, Braking and Stopping Distances ★**
20. **Driving in Cities and Towns (COLOR) ★**
21. **Driving in the Country (COLOR) ★**
22. **Driving on Freeways (COLOR) ★**
23. **Driving Under Adverse Conditions (COLOR) ★**
24. **Skids and Skidding (COLOR)**
25. **Alcohol and Drugs vs. Safe Driving**
26. **Traffic Safety, Vehicle Design and Equipment (COLOR)**
27. **Driving As Your Job**
28. **Buying and Insuring Your Car**
29. **Map Reading and Trip Planning (COLOR)**
30. **Traffic—Present and Future Needs**

Produced by the South Carolina ETV Network
under auspices of the American Automobile Association

ART HERE, THERE, AND EVERYWHERE

(for Grades 1, 2 or 3)
Twenty-four, 15-minute lessons

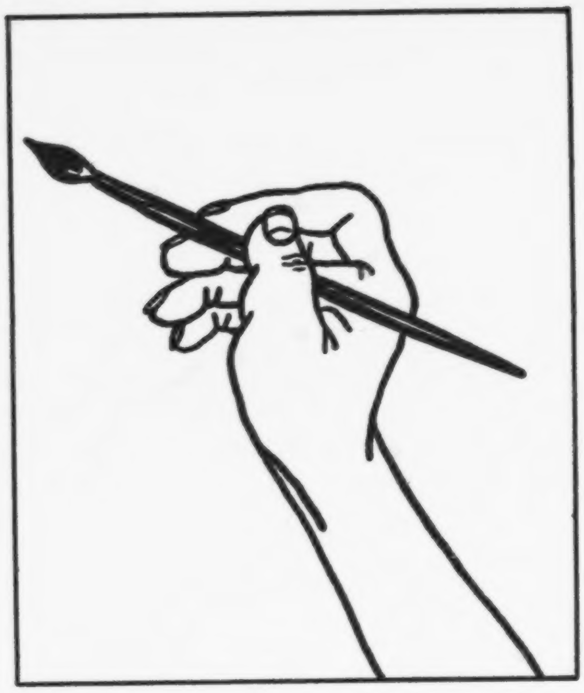
This primary level course explains the principles and elements of expression through art. Basically a "show how" course, general concepts are presented via television and then the classroom teacher is free to adapt these concepts.

Aim of the series is not only to provide motivating and enriching experiences and to promote the growth of awareness, imagination, appreciation and creative ability in the children, but to assist the classroom teacher in explaining and demonstrating the various facets of artistic expression.

The basis for appreciation and understanding of art is tendered in the student by helping him to develop an awareness of the world around him through the senses of sight, touch and hearing.

Each of the content areas is developed through a three-lesson block. The first section deals with developing an awareness of the element; the second, on characteristics of the element; and the third, on practical application of the element in some form of art.

A teacher's guide assists the instructor by offering a wide variety of suggestions for individual activities that can meet the needs of students with a wide range of ability and talent.



The lesson titles for "Art Here, There, and Everywhere":

—Awareness
—Line
—Drawing
—Color Awareness
—Color Facts
—Painting
—Shapes and Form
—Materials in Form
—Clay
—Design
—Paper
—Paper Construction
—Awareness of Printing
—Relief Printing
—Stencil Printing
—Awareness of Cloth
—Stitchery
—Weaving
—Awareness of Sculpture
—Stationary Sculpture
—Mobile Sculpture
—Bookmaking
—Toys and Games
—Puppets

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHERS:* *Fred C. Hiatt
Bill Loebel

Produced by Des Moines Public Schools at KDPS-TV

ART ABOUT US

(for Grade 2)
Thirty, 20-minute lessons
(and Teacher Utilization Lesson)

TV TEACHER BRUCE McGHIE

Though especially designed for second graders, this course, with slight modification, can be adapted to other primary levels.

Primary objectives of the course are to produce in the student an appreciation of the processes and intuitions related to artistic expressions, and to foster a spirit of observation on the uses of art in nature . . . thus developing an awareness in the student of the art that surrounds him.

There is a two-fold purpose in this telecourse. The primary purpose is to alert the child to the availability of the materials about him; the second purpose, to aid the teacher in conducting a creative art program on a limited budget.

Users, however, should understand that situations presented in the series do not suggest conformity, either in technique or in the art created. They rather are meant to stimulate students to express their feelings and interpret the environment in which they live.

Teacher Bruce McGhie has experience in rural and city school systems and at the college level. For the past 11 years, he has been art consultant for the Fargo, North Dakota, schools.

An excellent teacher's guide suggests helpful instructional materials to be used in conjunction with the course.

The lesson titles of "Art About Us":

(Teacher Utilization Lesson)

—Art About Us
—Mosaics
—Finger Painting
—Monoprinting
—Paper Cutting
—Paper Construction
—Clay
—Print Making 1
—Print Making 2
—Art Appreciation
—Masks
—Guest Artist—Maxine Shanight
—Weaving
—Crayons
—Guest Artist—Adele Ruliffson
—Paper Sculpture
—Chalk
—Guest Artist—Ethel Domesle
—Dioramas
—Letter Cutting
—More Masks
—Yarn Stitchery
—Guest Artist—Orland Rourke
—Color
—A Look in Our Clutter Box
—Puppets
—Let's Weave Again
—Art Appreciation
—Screen Printing
—Art Still About Us

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced for the North Central Council for School Television, Fargo, N. D., at KFME-TV

TIME FOR ART

(for Grade 4)

Thirty, 20-minute lessons

(and Teacher Utilization Lesson)

To help all children appreciate the universal need for art . . . to provide creative art experiences, fostering the realization that art contributes to the joy and richness of living . . . to develop the student's ability to evaluate his own work and that of others . . . to motivate the creative and cultural tastes of children from disadvantaged homes.

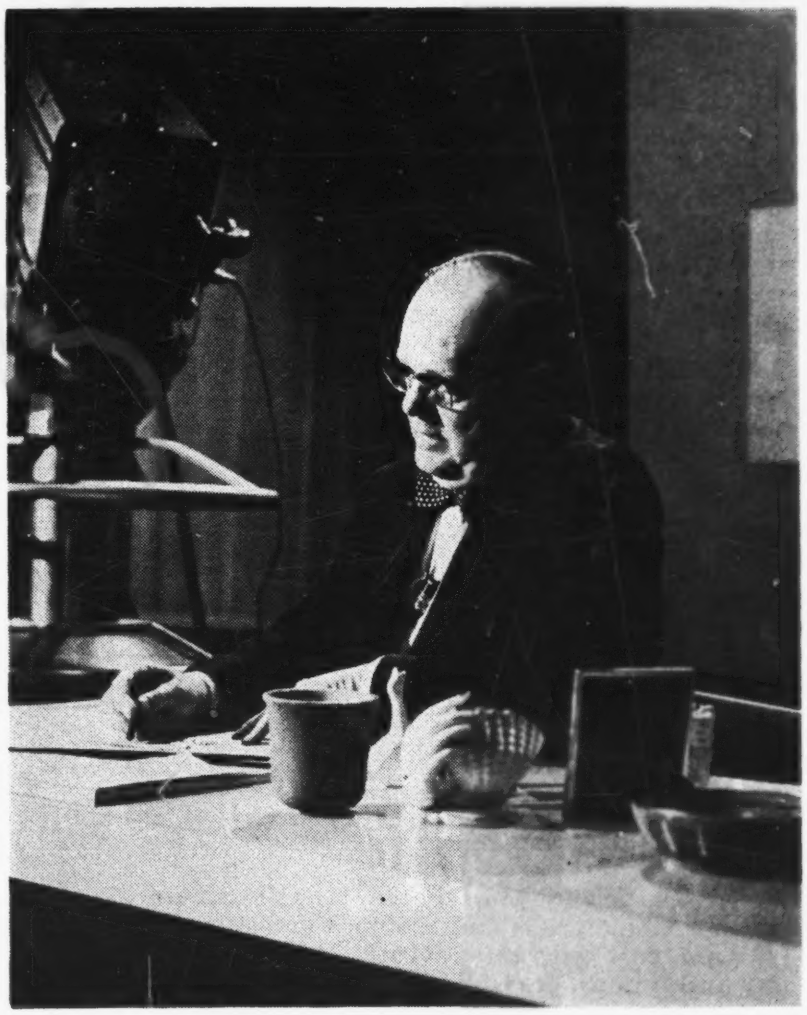
The foregoing are among the objectives of "Time for Art," as stated in the teacher's guide accompanying the course.

Teacher Bruce McGhie suggests that the classroom teacher of "Time for Art" can make valuable use of the television experiences by "seeing that a good elementary art program not only lays the foundation of tomorrow's cultural pattern of our community but also contributes to the development of the individual child's aesthetic value."

"Time for Art" is keyed for the fourth grade curriculum but can be easily modified for use by any of the intermediate grades.

The lesson titles in "Time for Art":

(Teacher Utilization Lesson)
1. **Paper Shapes and Sculpture**
2. **Design With Nature**
3. **Using Powder Paint**
4. **Cutting a Figure**
5. **Papier-Mache**
6. **Clay**
7. **Mobiles**
8. **Creative Weaving**
9. **Make a Book**
10. **Craft 1**
11. **Mosaics**
12. **Decorative Papers**
13. **Handpainting**
14. **Designing**
15. **Appreciation**
16. **Collage**
17. **Masks**
18. **Murals**
19. **Printmaking**
20. **Puppets and Marionettes**
21. **Tie and Dye**
22. **Playing With Paper**
23. **Water Color**
24. **Craft 2**
25. **Let's Draw Trees**
26. **Appreciation**
27. **Creative Stitchery**
28. **Applique, Yarn and Felt**
29. **Silk Screen**
30. **Is There Still "Time for Art"?**



TV TEACHER BRUCE McGHIE

Quadruplex video tapes or a kinescope of a typical lesson from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced for the North Central Council for School Television, Fargo, N. D., at KFME-TV

ART AT YOUR FINGERTIPS

(for Grade 5)
Thirty-one, 15-minute lessons

(and Teacher Utilization Lesson)

This award-winning program has had high and successful usage since its acquisition by the Great Plains Library. We feel "Art at Your Fingertips" has rated this wide acceptance because the course extends the scope of learning not only to the viewer-student but also to the classroom teacher who, through the lessons, gains valuable training in various art techniques. All this aids the teacher in making new ideas in art interesting to her charges.

Basic purpose of the course is to encourage individual expression among the students and stress creativity in preference to conformity. Although designed for the fifth grade, any of the upper elementary grades will profit from it.

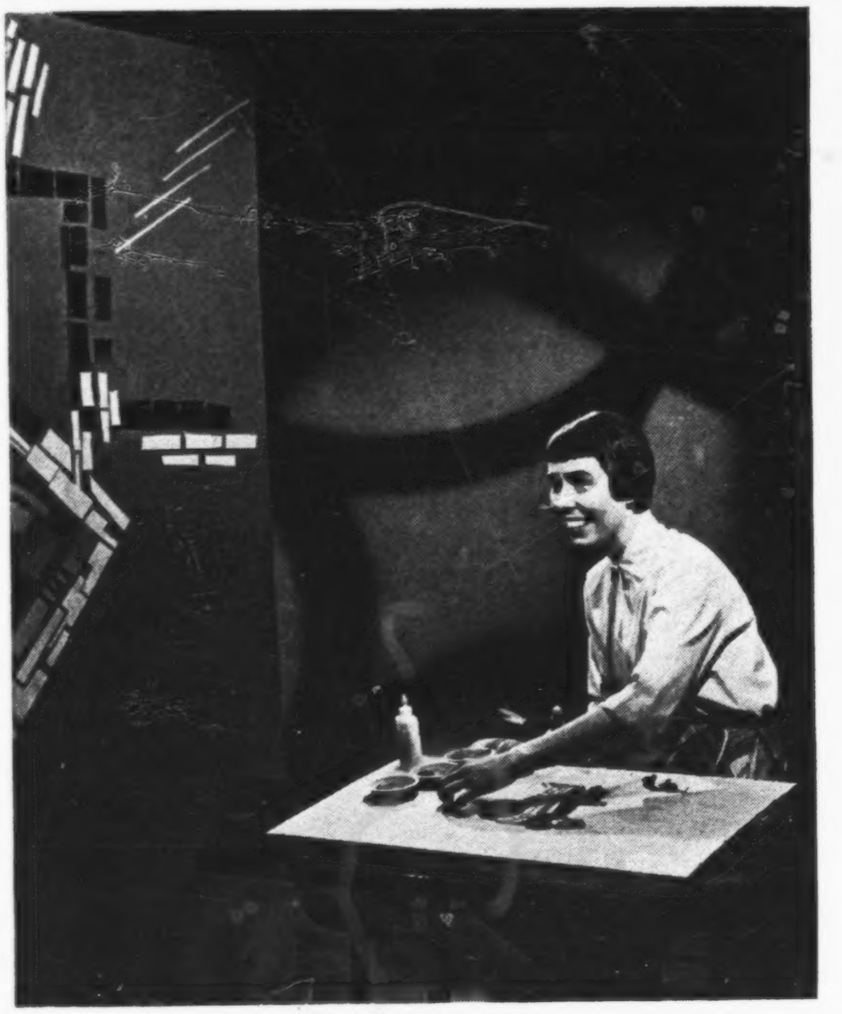
Teacher Jayne Dwyer demonstrates techniques for the use of such media as chalk, paint, wood and clay in self-expressive projects. She shows how the design elements of line, form, color, shape, texture and space combine to facilitate the communication of ideas.

These various techniques and elements are used by the student as he explores the artistic expression areas of drawing, graphics, painting, constructions and modeling.

Basic to the entire structure of the course is its objective of providing motivating instruction which, in turn, will lead the student to a self-satisfying experience in some form of art.

Miss Dwyer has several years of experience as an elementary art teacher and supervisor and is presently a staff member of WENH-TV, University of New Hampshire, producer of this course.

An all-encompassing teacher's guide contains pre-study outlines of materials and methods and a wealth of suggestions for post-telecast activities. There is also an introductory utilization telecast.


TV TEACHER JAYNE DWYER

The lessons of "Art at Your Fingertips":

(Teacher Utilization Lesson)

1. Design in Nature
2. Print Making
3. Designing from Fruit & Vegetables
4. Man's Use of Natural Design
5. Drawing (Overlapping)
6. Drawing (Still Life)
7. Drawing (Use of Line & Shape)
8. Masters' Drawings
9. Silk Screen Print Making
10. Stenciling
11. Block Printing I
12. Block Printing II
13. Nora Unwin, Guest Artist (Block Printing III)
14. Glue Printing
15. Monoprinting
16. Color
17. Tempera Painting
18. John Hatch, Guest Artist (Painting)
19. 2-D Paper
20. Collage
21. Mosaics
22. Clay
23. Al Potter, Guest Artist (Ceramics)
24. Mobiles
25. Paper Sculpture
26. Winslow Eaves, Guest Artist (Sculpture)
27. Sawdust & Wheat Paste Modeling
28. Sculpture, Construction & Modeling Created Through a Variety of Materials
29. Weaving
30. Winnifred Clark, Guest Artist (Weaving)
31. Summary

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by the University of New Hampshire at WENH-TV

HABLO ESPANOL

(for Grade 5)
One-hundred, 15-minute lessons

This first course in Spanish is primarily concerned with teaching fifth grade students to understand and speak Spanish. The lessons are planned for three-a-week screenings and are organized in units by subjects. For instance, one block of lessons covers greetings, courtesies and farewells. Another block deals with the family. The student is familiarized with patterns of speech during the telecourse and then, in the 15-minute follow-up period, uses the knowledge in the performance of games, pantomimes and the like. Recordings, narrated by native Spanish-speaking people and emphasizing the main patterns and vocabularies for each lesson, act as supplemental material to be used during the follow-up period.

HABLO MAS ESPANOL

(for Grade 6)
Sixty-four, 15-minute lessons

As in the preceding course, this second-year Spanish series uses the conversational approach along with the introduction of some carefully controlled simple reading and writing exercises. It too follows a 15-minute telecast and 15-minute follow-up format—but lessons are screened on a two-a-week basis. A programmed workbook entitled "Step to Step by Spanish" combines a selected vocabulary with logical progression from simple to complex reading and writing patterns. It can be completed by each pupil at his own pace. A reading and writing workbook containing stories, illustrations and exercises is also used during the course as are classroom recordings during the follow-up period.

TV TEACHER FRED MANZANARES

This two-year sequence in Spanish language instruction was developed through a carefully controlled research program in the Denver Public Schools. Through this research were determined practices that produced the highest proficiency in student achievement.

Originally used for the fifth and sixth grades, it should be noted that the series could be equally as effective in any of the upper elementary grades.

An extensive complement of associated printed and audio materials is available to assist the classroom teacher in making the instruction as meaningful as possible for the student. The testing periods, which are also administered via television, represent the most advanced thinking in test construction for evaluating foreign language comprehension.

A rather unique feature of this Spanish series is the complete, illustrated parent's handbook which accompanies the courses. Research has indicated that when parents become involved in the program, a significant improvement is noted in the children's achievement.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by the Denver Public Schools at KRMA-TV

GEOGRAPHY

(for Grade 4)

Thirty-four, 20-minute lessons

TV TEACHER JOHN RUGG

The improvement of map and globe skills is only a part of this interesting enrichment course. The pupil is also aided in developing many social understandings by being made aware of the importance of geography in the life of man.

Although keyed to the traditional fourth grade curriculum, other grades can benefit from use of the course since it is not designed to provide a total teaching experience but rather to provide motivation and enrichment for all students consistent with their abilities and interests.

The series is divided into four general areas: General Geographic Concepts, Hot-Wet and Hot-Dry Lands, Highland and Lowland Regions, and The World of Many People.

Instructor John Rugg has been a television teacher in Denver, Colo., for several years. During this time he has taught science, geography, mathematics and history from grades four through six. An established teacher before starting his television work, Mr. Rugg holds a Master's Degree from the University of California at Los Angeles.

Program guests during the Geography 4 series include a Mt. Everest climber, an Eskimo child, a visitor from the country of Lebanon and a world traveler.

A teacher's guide which accompanies the course provides advance information on each lesson—concepts to be explored, vocabulary, class preparation suggestions and tips on follow-up activities.

The lesson titles of "Geography 4":

—Our Earth in the Space Age
—Geographical Terms We Should Know
—Looking at the Continents
—Meeting Two People from Two Different Continents
—Exploring the Oceans of the World
—Oceans Work for Us
—Finding Our Way on Earth
—How Maps Are Made
—What Are Deserts Like?
—Contrasting Ways of Living in Deserts
—Living at the Equator
—Rivers and Lakes—Their Importance to Man
—Africa—Land of Contrast
—Indians of the Southwest
—Crossroads of the World—The Near East
—Halfway Around the World to Southeast Asia
—Mountains of the World
—The Highest Mountain in the World—Mt. Everest
—Living in Mountains—Switzerland
—From Our Mountains—Water to Drink
—Lowlands of Europe—The Netherlands
—Life at the Far North
—Can We Live on Antarctica?
—Learning About Early Man
—Super City of Tomorrow—Atlantic Seaboard
—A Visit to an Atlantic Island Group—United Kingdom
—A Visit to a Pacific Island Group—Japan
—From Eastern Europe to the Bering Sea—USSR
—Southern Europe—Past and Present
—Australia—A Continent and a Country
—Food for the World of Many People
—World of Natural Resources
—The Influence of Geography on Transportation
—Why Man Lives Where He Does

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by the Denver Public Schools at KRMA-TV

Geography for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

Mathematics for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

Astronomy for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

GEOGRAPHY TEACHER
EVERETT G. SMITH JR.

This series of courses was produced through a grant from the Department of Program Development for Gifted Children, State of Illinois, to determine if gifted elementary students could profit intellectually from televised enrichment lessons without an additional burden of preparation and instruction being placed upon a classroom teacher.

The lessons of the geography telecourse are organized around four main ideas: The Idea of the Map; The Idea of Inter-Relationships Among Features That Make Up Our World; The Idea of Man-Made Landscapes; and The Idea of Differences in the Way People Live from Place to Place in the World.

The approach in the course dealing with mathematics is one of discovery. Students are led to their own formulation of mathematical short-cuts and formulae and are even given unsolved problems to ponder. Producers of the course express the hope that the teacher and students "will find this rather unconventional approach to mathematics both stimulating and enjoyable."

The first seven lessons in the astronomy course deal with the questions of measuring distance to and size of celestial objects, the emphasis being on not the specific answer to the questions but on the manner in which the answers were ascertained. More exacting comptuations are encouraged in the balance of the lessons.

The courses are designed to present information and concepts in fields not generally explored by elementary school curricula . . . to provide insights into these areas . . . and to act as stimuli to further independent inquiry.

A project book has been developed for each course. Because the students will not be viewing the courses in traditional class situations, these books are designed to supplement and reinforce the concepts taught and to suggest additional projects and activities the student may wish to undertake independently.

Many workbook problems are "programmed," thus leading the student to the correct answer. In some cases, students will work in the books along with the television teacher. Experimentation has indicated that additional classroom teacher participation in preparatory and follow-up activities can enable a less rigorously selected group of students to benefit from the lessons. A packet of material is available to assist teachers who desire to plan such active participation.

A bibliography of books and other materials has been prepared for each series of lessons in the courses.

Quad tapes or a kine of typical lessons from the course—and sample copies of the accompanying teacher's guide and other auxiliary material—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from each of the courses are available as a part of this "no obligation" sampling service.

GEOGRAPHY TEACHER: Everett G. Smith, Jr.
MATHEMATICS TEACHERS: Robert and Nancy R. Wirtz
ASTRONOMY TEACHER: Gail Pierce

Produced by the University of Illinois at WILL-TV

TV HIGH SCHOOL

Sixty, 30-minute lessons—for Adults

(Covering the subject matter areas of: English, Mathematics, Social Studies, Science and Literature)

An estimated 53-million adults (ages 25-65) and seven-million young adults (ages 18-25) in the United States have never completed high school. Though the average high school graduate receives $75,000 more in lifetime earnings than the non-graduate, many people, because of lack of time or lack of opportunity, cannot enroll in evening or week end educational courses. Furthermore, most adults feel uncomfortable in a school.

To meet such a need, this unique course has been developed to help viewers pass the high school equivalency test. Fifty-four state and territorial departments of education issue an equivalency certificate to those who successfully complete the General Education Development (G.E.D.) tests prepared by the American Council on Education. An estimated three out of four individuals who follow the classes on "TV High School" and do the accompanying homework will be in a position to win their certificates from the state on their first try.

The course consists of 60 half-hour lessons of instruction in the content and skills of five required areas—12 lessons in each of these areas: English grammar, general mathematics, social studies, natural sciences and literature. Each subject is covered by a different teacher, all of whom are professionals in the field of adult education.

The four main objectives of the course are:

—To teach the major concepts basic to an understanding of each of the five subjects;

—To impart the skills involved in effective reading, problem-solving and English usage;

—To acquaint adults with the preparation necessary for G.E.D. examination; and

—To encourage renewed interest in education by reviewing and developing further skills of learning through independent study.

"TV High School" was developed by the Manpower Education Institute of the Foundation on Automation and Employment in New York City.

Specific information on the various textbooks and materials to be used in conjunction with this telecourse may be obtained by writing: TV HIGH SCHOOL, Box 310, Grand Central Post Office, New York, N. Y. 10017.

Great Plains Library will NOT handle quantity distribution of this auxiliary material.

Quad tapes or a kine of typical lessons from the course —along with an outline of necessary auxiliary materials— are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Because of the tremendous economic value to students and the resulting impact on a community that provides this educational opportunity to its members, a complete, coordinated effort of all agencies concerned with the welfare of the citizens must be secured. Civic clubs, service groups, philanthropic organizations, business and industry councils, labor groups, governmental welfare organizations, educational agencies—in fact, every phase of community life—must be vitally involved if maximum value is to be derived from this course.

OUTLINE OF THE COURSE—Subjects, Lesson Numbers & Titles:

ENGLISH GRAMMAR

- **1. Use of Dictionary**
- **2. Vocabulary and Spelling**
- **3. Plurals and Capitals**
- **4. Sentences**
- **5-7. Punctuation**
- **8. Verb Uses**
- **9. Pronouns and Modifiers**
- **10-12. Better Style and Usage.**

SOCIAL STUDIES

- **1. Interpreting Social Studies**
- **2. Geography of United States**
- **3. Expansion of United States**
- **4. Revolution and Independence**
- **5. National Government**
- **6. State and Local Governments**
- **7. Growth of U.S. Economic Power**
- **8. U.S. as World Power to 1940**
- **9. U.S. as World Power since 1940**
- **10-11. U.S. Social Concerns**
- **12. The United States Citizen.**

NATURAL SCIENCES

- **1. Man as a Scientist**
- **2. Cells and Their Needs**
- **3. Circulatory and Respiratory Systems**
- **4. Health and Diseases of Man**
- **5. Plant Processes**
- **6. Earth in Space**
- **7. Atmosphere and Weather**
- **8. Heat**
- **9. Matter**
- **10. Energy**
- **11. Electricity**
- **12. Chemistry in Daily Life.**

LITERATURE

- **1. What is Literature?**
- **2. Forms in Literature**
- **3. Literal and Figurative Language**
- **4. Major Themes in Literature**
- **5. Interpretation of Character in Stories**
- **6. Interpretation of Character in Drama**
- **7. Perceiving Mood in Literature**
- **8. Author's Style—Determining Tone**
- **9. Author's Style—Techniques**
- **10. Interpretation of Poetry**
- **11. Interpretation of Drama**
- **12. Evaluating Literary Criticism**

GENERAL MATHEMATICS

- **1. Our System of Numeration**
- **2. Operations with Whole Numbers**
- **3. Operations with Fractions**
- **4. Operations with Decimals**
- **5. Ratio and Proportion**
- **6. Percentage**
- **7. Uses of Percentages—Business and Social**
- **8. Interpretation of Graphs**
- **9. Measurement**
- **10-11. Measurement and Geometry**
- **12. Beginning Algebra.**

The Manpower Education Institute will assist in securing this type of cooperation and coordination of effort. Locations contemplating use of this course should plan well in advance in order to secure the promotional and financial support necesary to assure the optimum effectiveness of such an educational opportunity. Commercial television operations, as well as ETV stations, can carry this course. Financial underwriting is also permissible.

Produced by Manpower Education Institute of the American Foundation on Automation and Employment in New York City

AMERICANS ALL

(Grades 4, 5 or 6)
Thirty-one, 20-minute lessons

This is a highly informative and valuable enrichment course to supplement the study of American History in the upper elementary grades.

Using a variety of production techniques, highlights in the lives of outstanding Americans are presented in a manner that adds realism and meaning to them. The renowned personages under study include:

Roger Williams, Thomas Paine, Nathan Hale, Benjamin Franklin, George Washington, John Paul Jones, Thomas Jefferson, Lewis and Clark, Eli Whitney, Andrew Jackson, Emerson and Thoreau, Henry Clay, Horace Mann, Sam Houston, Harriet Beecher Stowe, Abraham Lincoln, Mark Twain, Robert E. Lee, Clara Barton, Kit Carson, Samuel Gompers, Andrew Carnegie, Theodore Roosevelt, Jane Addams, Thomas Edison, Woodrow Wilson, Oliver Wendell Holmes Jr., Albert Einstein, Franklin Roosevelt, Lou Gehrig and Ralph Bunche.

Each lesson emphasizes the desirable qualities of leadership, perseverance and personal drive necessary to achieve goals. Though a single pat formula for attaining success seems not to be in evidence, the viewer is shown the importance which the melting pot society of America apparently played in helping the subjects contribute to the strength of the nation.

Every student who is alert to subtle influence will detect that each of the famous subjects used his own particular skills, talents and abilities to become a worthwhile, contributing member of our society.

Each episode is a self-contained program and thus the various lessons can be presented in any sequence necessary to meet the needs of the local curriculum.

A teacher's guide containing helpful suggestions for study and follow-up activities and valuable bibliographies accompanies the course.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER JOHN RUGG

Produced by the Denver Public Schools at KRMA-TV

RAILS WEST

(for Grade 4 through Adult)
Five, 30-minute lessons

TV TEACHER
DR. ROBERT N. MANLEY

The snort of the Iron Horse and its early trips westward over the plains and mountains provide the backdrop for this song and story look at the history of Western America.

The westward push brought both joy and despair for the builders and the men of fortune and agriculture who followed in its wake. This fashioning of a grand American legend along with its memorable events and personages is revived by Dr. Robert N. Manley in this most enjoyable and informative series.

Though historically correct, the programs are heavy in their emphasis of the folklore and culture of early Western America. Dr. Manley captures the moods of these times through sparkling lecture and song. He accompanies himself on the guitar as he relates the plaints, joy and humor of the pioneers as they themselves expressed it through music.

The series captures the excitement of the people of the West who saw a bright future for themselves with the coming of the railroad and attendant industry and development. It tells of the problems encountered in the actual building of the railroad. It separates fact from fancy in regard to the legendary characters who sprang from the big western push. The problems of the homesteaders and the cattlemen receive full attention in one of the programs. The disillusioning days of depression are pondered by Dr. Manley as he explains the reasons for and results of this dark period in the development of the plains farmer. And, finally, the full circle of the railroads' development is discussed—from shiny new to the rusting rails of today.

Because "Rails West" is designed strictly as an enrichment experience, there is a wide range of grade application. Students from the upper elementary grades through the adult level will find educational value in the programs.

Quad tapes or a kine of typical lessons from the course . . . and a sample copy of the accompanying teacher's guide . . . are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lesson titles of "Rails West":

1. **Manifest Destiny**
2. **West to Promontory**
3. **End of Track**
4. **Nesters and Cattlemen**
5. **The West in Revolt**

Produced by the Nebraska Council for ETV at KUON-TV

PLACES IN THE NEWS

(for Grade 5 and up)
Weekly 20-minute lessons

TV TEACHER
JERRY SILVERSTEIN

This award-winning series highlights current world events that have major political, economic, scientific or cultural significance.

But far more than being merely a report of an event, the series relates a person or place in the news to the total world situation. And though the lessons deal with extremely current events, they, in general, have lasting value. The programs may be compared with the weekly "cover story" of the two leading national news magazines.

Although an educator for nearly 20 years, Jerry Silverstein—teacher and producer of "Places in the News"—does not regard the series and its concept and preparation from a strictly pedagogical point of view. He thinks of it as essentially a story—a highly interesting and continuing tale about our world and its people.

The tremendous news gathering resources of the New York City area—where the program is produced—blend with the immediate availability of world figures and organizations to make possible this outstanding instructional television achievement.

Ambassadors, senators, congressmen, and other well-known persons in public life lend their presence and knowledge, week after week, to "Places in the News" programs by offering information relative to their spheres of interest. Here's a partial guest list from past shows: Harrison Salisbury, assistant managing editor of The New York Times; Senator Birch Bayh of Indiana; political pollster Samuel Lubbell; and Senator Ernest Bartlett of Alaska.

Under present arrangements, a user of the series can have the program available for telecast no later than one week following the original production.

"Places in the News" is intended to supplement a student's knowledge of the world around him and to encourage his interest in following closely, through all media, the course of humanity. The series was originally designed for fifth and sixth graders but after the mail indicated it had appeal to junior high school age students the program was adjusted to further whet the older students' interests. "Places in the News" is also being utilized in some senior high school social science classes.

The program has three times won a national award from the Ohio State Institute for Education by Radio and Television—the ETV industry's equivalent of the Oscar.

An excellent teacher's guide presents superior utilization techniques and activities that can be used in conjunction with this type of programming. The guide was developed by teachers and supervisors of the Los Angeles, California, County Schools after more than a year's use of the series. It is a valuable resource item for the social studies teacher whether she is working at the elementary or secondary level.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons previously used in the course are available as a part of this "no obligation" sampling service.

Produced by New York City Public Schools at WNYE-TV

THE MAGIC OF WORDS

(for Grades 1, 2 or 3)
Twenty-five, 15-minute lessons

This series provides the primary level grade student with an opportunity to explore poetry, prose, creative writing, creative dramatics and other related subjects.

Designed as a supplement to a regular language program, the telecourse's primary value lies in its encouragement of the child to engage in individual activities which will further widen his appreciation of and interest in the various language arts. These activities include storytelling, creative writing, dramatics, poetry reading and writing, expression through puppetry, the reading of books, the language of words and music, and the art of cartooning.

Each lesson is complete in itself, yet the series will be more meaningful if viewed in its continuous entirety. The classroom teacher has ample opportunity to simplify or embellish the telecast lesson with a variety of follow-up activities geared to meet the needs and interests of her particular group.

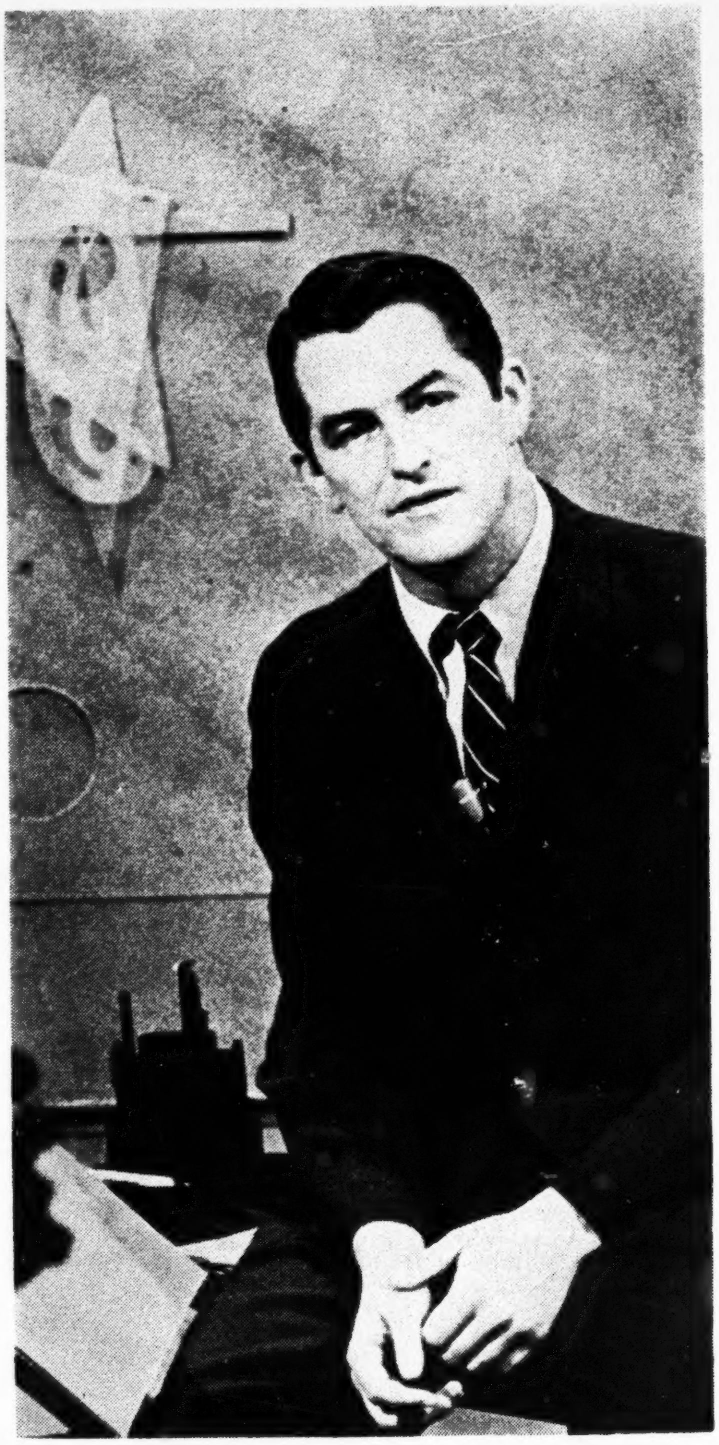
The course is divided into six general units of study—storytelling, poetry, books, the need for words, creative dramatics, and oral reporting and puppets. The six final lessons are devoted to an extensive review of the material, accompanied by practical application of knowledge gained.

A teacher's guide accompanying the course offers suggestions for follow-up and related activities in addition to outlines of the lessons. An extensive bibliography of reference material is also contained in the teacher's guide.

Lesson titles from "The Magic of Words":

—Tell Us a Story
—Villains and Heroes
—Let Me Try Please
—The Sound of Words
—The Poet's World
—Enjoying Poetry Together
—A Look at a Book
—From the Author to You
—Alphabeta
—Words and Music
—Stories in Picture
—The Unspoken Word
—Speak Up Please
—Let's Pretend
—Classroom Dramatics
—Lights, Action, Camera!
—Giving a Talk
—What to Do With an Old Sock
—Talking Hands
—The Art of Story Telling
—It's Poetry Time
—Finding the Right Book for You
—Has Your Writing Improved?
—A Play for Television
—Looking Back

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.



TV TEACHER JOHN ROBBINS taught fifth grade for three years in Prince George's County, Maryland, before joining the instructional staff at WETA-TV in Washington, D. C. He was educated in his home state of North Carolina at East Carolina University (1955-59) where he majored in art and music and found an opportunity for creative writing through the school's literary magazine. This year marks his sixth as studio teacher in the Language Arts, a many-faceted subject which enables Teacher Robbins to use many of the performing skills while discussing poetry, creative dramatics, storytelling and creative writing.

Produced by the Greater Washington TV Ass'n, Inc., Washington, D. C., at WETA-TV

CHILDREN'S LITERATURE

(for Grades 1, 2 or 3)
Thirty, 15-minute lessons

This versatile telecourse has a simple basic purpose: the introduction of good literature into the everyday life of a child.

Designed as an enrichment opportunity, the series fully uses the technique of reading from selected works of children's literature while visualizations are screened to highlight the story line. It should be noted at the outset that the course does not constitute a total teaching program but rather points toward encouraging children to view reading as an anticipated and real source of enjoyment.

Content of the stories under study includes events of importance in the lives of all children—everyday common occurrences in the neighborhood, animals, fairy tales, special days, the seasons and holidays, and birthdays of famous people.

Television teacher Dolores Dudley points out in the accompanying study guide that the potential of literature for children is greater today than ever before. In recent years, about 1,500 children's books have been published annually. The means to select suitable material from this veritable flood are now readily available, Mrs. Dudley says, and there are more children now than ever before who can read.

Mrs. Dudley has been a television teacher for many years. She was elementary music supervisor for the Tewksbury, Mass., schools and primary music teacher for the Hagerstown, Md., closed circuit TV systems. During 1960-61 she prepared a series of 128 videotaped primary and elementary music programs for the Midwest Airborne TV Instruction project.

The material in "Children's Literature" may be used successfully in the areas of social studies, music and art as well as in the language arts program.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the courses are available as a part of this "no obligation" sampling service.

TV TEACHER DOLORES DUDLEY

Produced by the Nebraska Council for ETV at KUON-TV

SOUNDS TO SAY

(for Grades 1 or 2)
Twenty-five, 15-minute lessons

TV TEACHER: JOANNE DESMOND

This course is planned for use as an introductory phonics program with the first grade . . . for review with the second grade . . . or for remedial work with any children who have not mastered the abilities involved. It should not be thought of as a complete phonics program but rather as a supplement to any phonics program in use at the school.

Phonics is the study of the speech equivalents of printed symbols. In reading, the reader is involved in the use of these sounds when pronouncing the printed words. It is important, therefore, for children to learn the phonic skills and to use this knowledge when they meet new or unfamiliar words.

This introductory course to phonics deals with the recognition of speech sounds. The ability to hear sounds in words is necessary if the child is to use phonics. Hearing sounds in words, therefore, is the first acquired phonic knowledge and this ability is the one particularly stimulated and encouraged in this course.

Television teacher Joanne Desmond received her Bachelor of Science degree from Northwestern University in 1958. She has had classroom teaching experience in speech, English and social studies in the San Francisco, Cal., school system and worked as a recreation therapist and teacher at Babies' Hospital of the Columbia-Presbyterian Medical Center in New York City. Miss Desmond has also had extensive experience in the theatrical and commercial television fields.

The lessons in the course are designed to stimulate interest in words and arouse a desire to develop a reading vocabulary. Provision is also made for individual differences in ability by introducing vocabulary for the children able to master it as well as sounds for children of all learning levels to imitate.

A comprehensive teacher's guide contains outlines and summaries of all the lessons along with suggested practice projects.

The course is divided into four units—consonants, vowels, homophones and rhyming words and applied phonics.

The first unit concerns itself with studying various consonants—s, c, p, f, d, l, n, and k—as beginning sounds, along with follow-up studies of the letters. There are also programmed activities for the other consonants. Three of the lessons in the first unit explore letter blends (i.e. "ch," "sl," "br") and offer appropriate follow-up activities.

The second unit—on vowels—discusses the short a, short e, short i and the short sounds of o and u. There are also suggested follow-up activities and a review of vowels.

The third unit, dealing with homophones, studies those letters which sound alike but look different and, conversely, those letters which look alike but sound different.

The final unit constitutes exercises in applied phonics. What the student has learned is put to use through rhyming games.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by The 21-Inch Classroom, Boston, Mass., at WGBH-TV

SOUNDS LIKE MAGIC

(for Grade 1)

Thirty, 15-minute lessons

This speech development course has as its primary objective the proper formulation of good speaking habits in first graders—through the use of sound stimulation and listening activities.

Oral communication is perhaps the paramount and primary consideration in the learning process. We are constantly made aware, in today's world, of the need for clear and articulate speech. The child's ability to properly express himself and to communicate his thoughts, feelings and desires to others is of vital importance in the development of a happy, well-adjusted personality.

To assure such development in the first grader is the basic reason for this course but there are other objectives. "Sounds Like Magic" is also designed as an enrichment program—to present stories, poetry and records not only for speech stimulation but for this enrichment purpose. The development of physical dexterity in the child—through relaxing exercises, tongue and lip exercises and finger-play activities—is another aim of the telecourse.

IMPORTANT: "Sounds Like Magic" is in no way intended to take the place of the speech therapist or the services such a person performs. The series deals with sounds and sounds alone. The phonetic approach of associating sounds with letters is not dealt with in the telecourse.

The teacher's guide accompanying the series notes that: "Speech improvement is not speech correction—it is the general improvement of over-all speech patterns. Therefore, this series is aimed to help not only boys and girls who may have some speech difficulty but also to help **all** children develop good speech habits."

The telecourse also counts a number of objectives related directly to the speech development teacher herself:

—To stimulate teachers and children to an awareness of the importance of good speech;

—To provide the primary school teacher with a variety of experiences to develop listening skills as needed by her group of children; and

—To suggest and demonstrate many activities to aid the classroom teacher in stimulating good speech habits in her students.

Each lesson outline in the teacher's guide contains the following information: objectives, preparation for viewing, description of telecast, follow-up activities and bibliography.

Teacher Marjorie Berg notes in an introduction to the guide: "This television series is not intended to become a burden on the already heavy curriculum schedule. Many of the activities suggested in this guide may be integrated with the existing schedule."

Quad tapes or a kine of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER MARJORIE BERG was a speech therapist for the Omaha Public Schools before joining the staff of KYNE in October 1965. A native of Iowa, Mrs. Berg received her Bachelor of Arts degree in speech and speech pathology from the State University of Iowa. She is presently engaged in graduate work at the University of Omaha. One of her two sons, Lawrence (see cut), plays "Mr. Widgit" in the SOUNDS LIKE MAGIC series. He fades in and out, in varying sizes, during the lessons—adding a touch of "magic" to the atmosphere of the telecourse.

The lesson numbers and titles of "Sounds Like Magic":

1. **There's Magic in Good Speech**
2. **Tricks We Can Do**
3. **Let's Listen**
4. **Our Magic Bubble Pop**
5. **Singing with the Leprechauns**
6. **Fairies, Fun and Fancy**
7. **Off on a Magic Carpet**
8. **Mother Gooseland**
9. **Some Surprises**
10. **Dreamland**
11. **Further Dreamland Adventures**
12. **I Choose Chocolate**
13. **Jars of Jelly and Jam**
14. **Be Calm, Be Careful**
15. **Ghosts and Goblins**
16. **Rabbits, Rabbits and More Rabbits**
17. **Our Magic Brew**
18. **The Princely Troll**
19. **Brownie and the Gremlin**
20. **Freddie, the Cricket**
21. **The Magic Brew of R-R-R-R**
22. **Surprise ! ! Sparkling Stars ! !**
23. **Sky Snoopers**
24. **The Magic Brew of S-S-S-S**
25. **Slinky and Blinky, the Gnomes**
26. **Clues of the Flying Fairies**
27. **Our Glittering Playmates**
28. **The Magic Brew of L-L-L-L**
29. **Magic Endings**
30. **Our Speech Rainbow**

Produced by Metropolitan Omaha Educational Broadcasting Association at KYNE-TV

LANGUAGE CORNER

(for Grade 1)
Thirty, 15-minute lessons

TV TEACHER HOPE MITCHELL

"Language Corner" points toward instilling in the child the realization that he has a gift to share through his own way of expression. The course is designed to help the student discover the many ways of communicating through this special gift and to properly react to other's communicative efforts.

The series stresses not only the spoken and written language of words, phrases and sentences, but also facial expressions, bodily movements, voice quality, rate of speed, pitch, emphasis, phrasing and drama.

Television teacher Mrs. Hope Mitchell brings eight years of classroom experience before the instructional television camera. In addition to classroom teaching, Mrs. Mitchell's career has included experience in children's theatre, creative drama for children, monologues and book reviews.

For several years she was associated with a well-known international school of personal improvement, teaching and lecturing as well as appearing in commercial films and television commercials. She took her Bachelor of Arts degree from the University of Denver and has taught in the public schools of Denver and Alamosa, Colo., and Henrico County, Virginia.

A useful teacher's guide previews the activities undertaken in each telelesson, offers a vocabulary list and contains a listing of suggested follow-up projects. Mrs. Mitchell notes that the television lessons are designed to supplement the regular classroom program.

Each program is complete in itself but, of course, participation in each of the lessons on a continuous basis will make the entire series more meaningful. In a message to the classroom teacher, Mrs. Mitchell notes: "The series should present some happy learning experiences which you may simplify or embellish with activities to meet the needs and interests of your class."

The lesson titles and/or lesson topics in "Language Corner":

—Listening
—Show and Tell (sharing effectively)
—Manners (being friendly and kind)
—Your Five Senses (a walk in the woods)
—The Uses of Imagination
—Writing Stories from Daydreams
—Communicating Through Art
—Fairy Tales
—Making An Experience Chart
—Story Time (by the teacher)
—Writing on an Interesting and Complete Thought
—A Time of Joy (Christmas)
—The Word Bank (Vocabulary)
—Synonyms
—Speech Lesson
—Speech and Telephone
—Poetry Out Loud
—Abraham Lincoln's Boyhood (Biography)
—Letter Writing
—Autobiography
—Puppet Show
—Hand Communication
—Body Communication (pantomime)
—Communicating through poetry and monologues
—Look, See and Tell (Observation and Communication)
—The Library
—Telling a Story
—The Fun of Reading
—A Book Review
—A Review of the Course

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

WORD MAGIC

(for Grade 2)
Sixteen, 15-minute lessons

This course, geared specifically to second graders, is an enrichment program utilizing many of the communicative skills. Areas covered include: pantomime, good speech habits, using one's imagination, building a creative story, poetry, use of the dictionary, manners, vocabulary, oral reading, facial expressions and letter writing.

Instructor Hope Mitchell combines good television techniques and a delightful personality to make this series a highly interesting and instructional supplement to any primary language arts curriculum.

So many talents lie dormant in some children for so long a time they are completely stifled or found too late to be truly developed. The "Word Magic" course is aimed at loosening and releasing these abilities in the communicative arts area.

Here's an example of "Lesson Objectives" as stated by Mrs. Mitchell in the teacher's guide that accompanies the course:

"We want the children to realize that there are many ways of communicating besides just talking. When the children understand that they can make others understand them by using their bodies and their hands, they may become less inhibited. When planning a pantomime, even a very simple pantomime, a person must do some pre-planning. And so, he starts organizing his thinking. He plans step by step his movements, using only those that are meaningful and eliminating those that are not necessary. . . ."

The teacher's guide is extremely helpful in assisting the classroom teacher in effective utilization practices.

The lesson titles and/or lesson topics of "Word Magic":

—Pantomime
—Speech and the telephone
—Sharing Together (an oral report)
—How to Write or Tell a Creative Story
—Dictionary
—Poetry Appreciation
—A Gift for You (Christmas)
—School Manners
—Communicating through a play ("Rumplestiltskin")
—A Trip Through Imagination (Music-Art-Monolog)
—Vocabulary
—Reading Out Loud
—Communication through Facial Expressions
—Why We Write Letters and Their Proper Form
—A Visit to the Post Office
—A Review of the Course

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Hope Mitchell

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

LANGUAGE LANE

(for Grade 3)
Thirty-one, 20-minute lessons

The objectives of this course, as with "Language Corner" and "Word Magic," are to help the child develop and use all the communicative skills at his command in making his thoughts and ideas made known to others . . . in listening to the thoughts and ideas of others . . . in ably expressing his thoughts to others through the written word . . . and in reading and understanding the written words of others.

Designed as supplementary instruction, the telecourse has as its objective the motivation of students to think and create independently so they may more fully understand and enjoy living and working with their fellow men.

Each lesson of "Language Lane" explores a different way of expressing one's thoughts, viewpoints and desires—speech and its beginnings, the magic of vocabulary, the history of writing, organization and sequence, writing of stories and letters, oral reading, physical self-expression, poetry and choral reading, and play writing and acting.

Television teacher Hope Mitchell enhances the effectiveness of the course with guests, animals, little plays, puppets and other special visual treats throughout the series.

Following is an excerpt from the teacher's guide accompanying the course:

"In this lesson we hope to make the children aware of the importance of a voice. . . . A voice is unique in that it responds to your motivation. Through the power of your spoken words you can run the gamut of emotions . . . Let's help the children to see that a voice is a tool for good communicating. . . ."

The guide offers information for effective preparation of students for viewing the lessons and suggests appropriate follow-up activities.

The lesson titles and/or lesson topics of "Language Lane":

—Listening
—Beginnings of Speech
—Origin of Our Language
—Speech Lesson
—Communicating With Face & Hands
—Interesting Conversation
—Vocabulary
—First Things First (Sequence)
—Writing Stories About Metaphors
—Communicating With Animals
—History of Writing
—The Library
—Sentence Embellishment
—Happy Holidays (Christmas & Hanukkah)
—Building Better Paragraphs
—Communicating News (Accuracy)
—Telling True and Make-Believe Stories
—Writing Friendly Letters
—Creating a Poem
—Communicating Through the Dance
—Fun With Marionettes
—Enjoyment of Good Poetry
—Choral Poetry Reading
—Oral Reading
—Writing An Autobiography
—Imagination for All the Arts
—Writing and Presenting a Play
—Giving a Little Talk
—How to Review a Book
—Writing and Presenting a Monolog
—Review of Ways to Communicate

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Hope Mitchell

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

QUEST FOR THE BEST

(for Grades 4, 5 or 6)

Thirty-two, 20-minute lessons

This outstanding course has enjoyed extremely high and successful use since being acquired by the library. And well it might for the series utilizes the unique advantages of television dramatizations, guest artists, creative interpretations and a wealth of other techniques to effectively spur the student-viewer into exploring the field of quality literature.

The course is specifically designed to encourage the pupil to read widely and with discrimination, develop a greater appreciation of books and to think and write creatively.

The pupil is encouraged to explore the field of literature to find ways of helping him understand the world today . . . the world as it was in the past . . . and the world as it may or may not be in the future.

Once having his interest and desire aroused in the many-faceted world of books, the pupil may need assistance in the choice of literature to fit his needs and still be of permanent significance to him. The classroom teacher plays a vital role in this endeavor.

The teacher's guide that accompanies the course contains carefully selected, graded bibliographies of material keyed to each lesson. These lists can be used to guide the pupil's selections for supplementary reading. Other book selection helps are included in the guide as are suggested follow-up activities and other utilization ideas.

Lesson titles in "Quest for the Best":

1. Adventure
2. Other Lands and People
3. Famous Voyages
4. Myths, Legends & Folktales
5. Exploring New Fields
6. Mystery and Suspense
7. Historical Fiction
8. Animals (Elephant, Cougar)
9. Book Week
10. Harvest Time
11. Find the Facts(Television)
12. Humor
13. Reading Together
14. December Days
15. Family
16. Winter Stories
17. Historical Fiction
18. Pioneering
19. Fantasy
20. Animals (Snake, Llama)
21. Biography (Buffalo Bill, Clara Barton)
22. People & Events
23. Family
24. Fairytales
25. Poetry
26. Find the Facts
27. Adventure, Real & Otherwise
28. Myths, Legends & Folktales
29. Pioneering
30. Humor
31. Myths, Legends & Folktales
32. Too Good to Miss (Suggestions for Summer Reading)

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER WILL HOWARD

Produced by Denver Public Schools at KRMA-TV

ENGLISH COMPOSITION

(for Grades 7, 8 or 9)
Fifteen, 30-minute lessons

The teacher's guide to this writing telecourse notes that this series is actually an experience in team teaching. The television teacher makes the teaching plans and gives the presentation; the classroom teacher conducts the workshop growing out of the lesson.

The guide says: "Only when both teachers do their work intelligently—with both prethought and afterthought, with aggressiveness and persistence, with creativity and planned method—will team teaching reach its full power."

The course is divided into five lessons on description, three on narration and seven on exposition. Each lesson gives the purposes, pre-telecast activities, telecast synopsis, suggested post-telecast activities and a brief synopsis of the next television lesson.

The lessons on description deal with the development of sense impressions and the concept of mood—elements basic to good writing. The narration section outlines the purpose of a good narrative and the necessary introduction of an element of suspense in writing. The lessons on exposition offer training in writing with clarity, detail, logical order and proper transition.

The lesson numbers and titles for "English Composition":

DESCRIPTION

1. Creating Mental Pictures
2. Use of Motion (Verbs) to Create Impressions
3. Word Selection to Identify Sensory Impressions
4. Sentence Structure
5. Mood in Description

NARRATION

6. Determinig Purpose. Methods of Opening
7. Step Method in Planning Development
8. Description, Dialogue, Action in Narration

EXPOSITION

9. Topic Sentence
10. Details: Pertinent and Concrete
11. Details: Sufficient
12. Completeness
13. Paragraph Review—Order of Details
14. Sentence Clarity—Transition
15. Review of Skills in Relation to Types of Readers

TV TEACHER BETTY LESTER—Mrs. Lester is a seventh grade English teacher and chairman of the department of English at Hartman Junior High School in Houston, Texas. In addition to video-taping the ENGLISH COMPOSITION course in the Spring of 1966, Mrs. Lester assisted in the development of the teacher's guide which accompanies the course. A native of Pennsylvania, Mrs. Lester is a graduate of the University of Wichita (Kansas) and was active in the junior high teaching field in Kansas. She joined the faculty of the Houston Independent School District in 1955. In 1967, ENGLISH COMPOSITION was screened six times a week to seventh grade students in the Houston school district and also to participating school districts in the Gulf Coast area served by Gulf Region Educational Television Affiliates.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY GULF REGION EDUCATIONAL TELEVISION AFFILIATES, HOUSTON, TEX., AT KUHT-TV

MATHEMATICS

(Six Courses, Six Grade-Levels)

This fully-articulated series of six telecourses combines the modern and traditional approaches in the presentation of mathematical understandings.

An important feature of the courses is their adaptability for use with any of the mathematic texts currently in use over the country. Only concepts common to all texts are presented.

The spiral development of the courses gives great versatility to the presentations. Though each level develops more fully the concepts introduced at the previous levels, no single level is dependent on a previous one for an understanding of the material presented. Therefore, a school may initially introduce one or two of the courses and later, if it desires, bring in other levels without creating any continuity problems.

A woman is used as the television teacher for the lower levels; a man for the upper levels. Both are well qualified and present the material in an interesting, understandable and challenging manner.

Teacher's guides available for each course give an outline of the work and follow-up suggestions for each lesson. The guide is of an open-end design, allowing opportunities for students to develop additional activities in keeping with his abilities or special needs.

Quad tapes or a kine of typical lessons from these courses —and sample copies of the accompanying teachers' guides— are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from each of the courses are available as a part of this "no obligation" sampling service.

GRADE ONE

Eighteen, 15-minute lessons
and
Seventeen, 20-minute lessons

The lesson titles for "Mathematics 1":

—Points, Lines, Circles
—Rectangles & Squares
—Triangles & Patterns
—Position Words
—Words of Relative Size
—What Is a Set?
—Empty Set
—One-to-One Correspondence
—Equal Sets
—Union of Sets
—Number
—The One-More-Pattern
—Greater-Than, Less-Than
—Subsets
—Addition Facts
—Addition I
—Commutativity
—Addition II
—Associativity
—Difference of Sets
—Subtraction I
—Subtraction II
—Place Value
—Time
—Calendar
—Fractions
—Dyeing Easter Eggs
—Counting by Twos
—Number Sequences
—Sentences
—Height
—Weight
—Graphs
—Problem Solving
—Games

GRADE TWO

Thirty-five, 20-minute lessons

The lesson titles for "Mathematics 2":

—History of Numbers
—Time
—Sets
—Set Description
—Equivalence
—Equal Sets
—Union
—Subsets
—Difference of Sets
—Number
—Relationships
—Addition
—Commutativity
—Associativity
—Subtraction
—Stock Show
—Fractions
—Place Value
—Two Place Numbers
—A Valentine Party
—Number Sentences
—Roman Numerals
—Arithmetic Everywhere
—Calendar
—Points and Lines
—Shapes
—Linear Measurement
—Approximate Measurement
—Weight
—Thermometer
—Multiplication
—Division
—Graphs
—Problem Solving
—Games

GRADE THREE

Thirty-four, 20-minute lessons

The lesson titles for "Mathematics 3":

—Mathematics Then & Now
—Words We Use
—The Number Line
—Place Value
—Mathematical Sentences
—Inequality
—Set Notation (three lessons)
—Addition (two lessons)
—Subtraction (two lessons)
—Multiplication (two lessons)
—Review of Addition, Subtraction, Multiplication
—History of Money
—Our Money
—Linear Measurement
—Measurement of Weight
—Measurement of Capacity
—The Nat'l Bureau of Standards
—Roman Numerals
—Graphs
--Sets of Points
—Plane Figures
—Perimeter, Area and Formulas
—Time
—Time Has Many Faces
—Multiplication
—Division (two lessons)
—Introduction to Fractions
—Zero and Nine

GRADE FOUR

Thirty-one, 20-minute lessons

The lesson titles for "Mathematics 4":

—Mathematics Old & New
—Mathematical Words & Terms
—The Number Line
—Place Value & Base
—Mathematical Sentences
—Set Notation (two lessons)
—Addition of Whole Numbers
—Subtraction of Whole Numbers
—Multiplication of Whole Numbers
—Operational Relationships
—Division of Whole Numbers
—Weights and Measures
—Measurement of Capacity
—Roman Numerals
—Sets of Points (two lessons)
—Plane Figures
—3-Dimensional Figures
—Two Place Multiplier
—Review of Division
—Introduction to Fractions
—Addition & Subtraction of Like Fractions
—Factors & Composite Numbers
—Prime Numbers and Divisibility Tests
—Unusual Measurements
—Time as a Measure
—Introduction to the Metric System
—The National Bureau of Standards
—Number Bases
—What Are the Chances?

GRADE FIVE

Thirty-one, 20-minute lessons

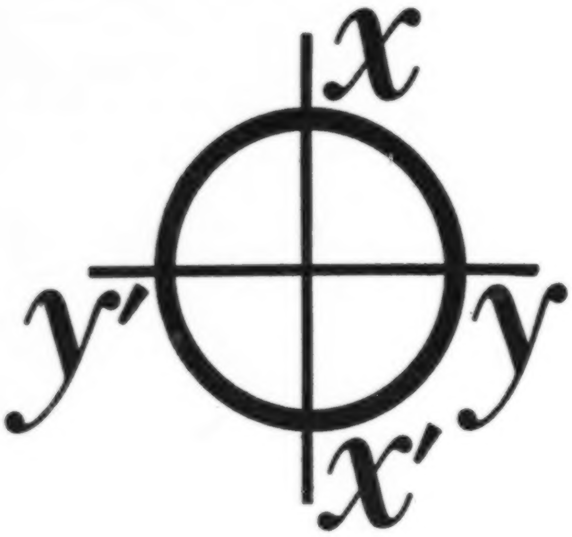
The lesson titles for "Mathematics 5":

—Our Number System and Its Origins
—The Language of Mathematics
—Place Value and the Decimal System
—Roman Numerals
—The Number Line

(CONTINUED, BOTTOM OVERLEAF)

MODERN MATHEMATICS FOR PARENTS — Elementary

(for Adults)
Nine, 30-minute lessons



The lesson titles in "Modern Mathematics for Parents":

—What and Why
—Why Begin Informal Algebra So Early?
—Why Not Call Them Groups or Collections?
—What If We Do Have Ten Fingers?
—Why Confuse Them With Topics They Won't Use?
—What's This About Subtraction "Undoing" Addition?
—Just What Are These Eleven Laws of Arithmetic?
—What? There Are Still Multiplication Tables?
—This Is the Reason for It All and the Beginning of It All!

Purpose of this series is to acquaint parents with a few of the outstanding features of the modern program in mathematics instruction at the elementary level. Terminology and symbols connected with this new type of instruction are presented and explained . . . and the why behind institution of this different teaching system is discussed.

The course is also designed to enable the parent to follow his child's work and note his progress in mathematics. And, in addition to these most obvious objectives, the series may also prove to be a departure point for the parent for further study of this subject through independent reading and activities.

We also feel safe in saying that, aside from gaining a basic understanding into the whys and wherefores of the subject, many parents will come to the realization that mathematics is indeed a fascinating and beautiful art.

Though the course was designed particularly for those parents who have not had the time or opportunity to attend special study groups in modern mathematics, the series also has potential value for teachers as an in-service program to aid them in making the transition from the traditional to modern mathematics instruction approach.

A viewer's guide and a workbook supplement accompany the course. The guide contains a brief summary, in outline form, of the topic presented in each lesson. Space is provided for making notes during the telecast presentation and a set of supplementary problems for each lesson helps to illustrate the concept under study.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the viewer's guide and workbook supplement—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few reresentative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Dr. Ruth Hoffman

Produced by the Denver Public Schools at KRMA-TV

—Set Notation (two lessons)
—Mathematical Sentences
—Equations
—Addition of Whole Numbers
—Subtraction of Whole Numbers
—Multiplication of Whole Numbers
—Division of Whole Numbers
—Introduction to Fractions
—Estimation and Rounding-Off Numbers
—Primes, Divisibility Tests & Complete Factorization
—Addition of Fractions
—Subtraction of Fractions
—Weights & Measures (two lessons)
—The National Bureau of Standards
—Sets of Points (two lessons)
—Area, Perimeter and Formulas
—Introduction to Decimals
—Decimals, Addition and Subtraction
—Graphs
—Estimation and Rounding-Off Numbers
—Introduction to Multiplication of Fractions
—Zero and Nine
—Probability

GRADE SIX
Thirty-five, 20-minute lessons

The lesson titles for "Mathematics 6":
—History of Our Number System
—Development of Words and Terms
—Number Base and Place Value
—Number Line
—Zero and Nine
—Set Notation (two lessons)
—Mathematical Sentences: Equalities and Inequalities
—Addition and Its Properties
—Subtraction and Its Properties
—Multiplication and Its Properties
—Division and Its Properties
—Fractions—Another Set of Numbers
—Factors and Composite Numbers
—Prime Numbers and Divisibility Tests
—Multiplication of Fractions
—Division of Fractions
—Decimal Fractions
—Equations and Formulas
—Directed Numbers
—Addition & Subtraction with Directed Numbers
—Weights and Measures (two lessons)
—The Metric System
—The National Bureau of Standards
—Decimals—Multiplication and Division
—Sets of Points—Lines, Angles & Angle Measurement
—Plane and Solid Figures—Area and Volume
—Circle and Circle Measurement
—Ratio—Comparisons and Rate
—Proportion
—Per Cent
—Solving Per Cent Problems by Proportion
—Number Bases
—Probability

TEACHERS: Mrs. Alma Greenwood
William Thompson

Produced by the Denver Public Schools at KRMA-TV

MODERN GENERAL MATH FOR PARENTS —Junior and Senior High School

(for Adults)

Ten, 30-minute lessons

Modern mathematics, as currently being taught at junior and senior high school levels, has proved to be a source of some puzzlement to many parents.

This telecourse—"Modern General Math for Parents"—will help solve these puzzles by clarifying the new concepts and by outlining the general scope of the instruction involved.

Educators tell us that the most exciting and formative years in life occur when students are in junior high school. It is the period in life when the mind and spirit of the child seek independence. Today's modern mathematics program attempts to take advantage of this attitude. At the high school level, the general math program reviews and strengthens the basic material presented at the junior high level with some additional work in algebra, trigonometry and probability.

The junior high school mathematics program encourages young people to use their minds as sharp, incisive tools. In addition to training the student in fast and accurate computative methods, provisions are made for them to think independently, use their imagination and to develop habits and patterns of reasoning.

Lesson 1 of "Modern General Math for Parents" reviews the existing knowledge of whole numbers from elementary school and shows the easy transition in understanding to rational numbers and integers. Lesson 2 explains common terms used in the study of sets and gives examples of various sets.

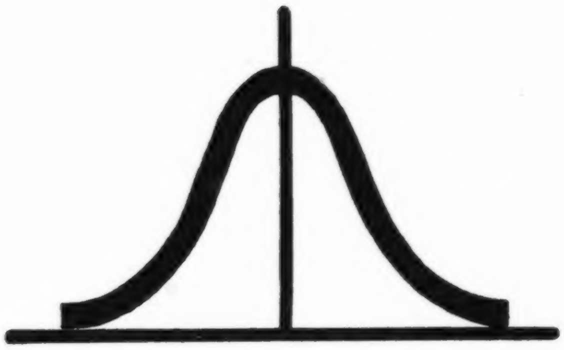
Lesson 3 looks at the number line—the properties of the numbers, their order, how to multiply and add them and how to graph ordered pairs of numbers. Lesson 4 delves more deeply into the structure of the number system. New terms and properties are introduced—factor, primes.

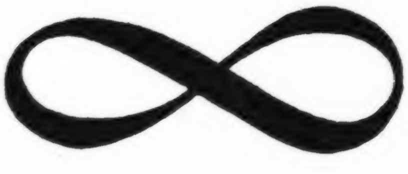
Lesson 5 deals with rational numbers and their varieties—fractions, decimal fractions, percents. Radicals, roots and real numbers are investigated in Lesson 6. Lesson 7 clarifies some of the ideas related to the solution of mathematical sentences—equalities and inequalities.

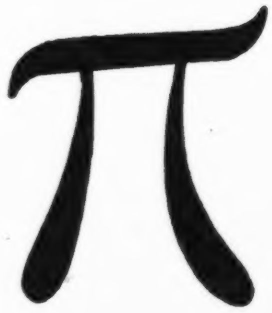
Lesson 8 deals with an understanding of the graphing process. Lesson 9 explores the ideas of geometric shapes or figures and their relation to each other. Lesson 10 takes a look at some of the extensions of mathematics (trigonometry, probability) and summarizes the math samplings included in the telecourse.

General mathematics as used in this telecourse includes mathematics courses taught in seventh and eighth grades, the course taken by ninth grade pupils who elect such a course instead of algebra and includes some of the more elementary topics from courses offered in high school under the title "General Mathematics" or related names.

A viewer's guide accompanying the course is comprised of three sections. Part I contains general comments on each of the ten lessons. Part II is a glossary of common terms used in the study of mathematics. Part III offers sample problems on each topic and practice exercises with answers.







The lesson numbers and titles of "Modern General Math for Parents":

1. **From Arithmetic Toward Algebra**
2. **Sets Play a Helpful Role**
3. **Numbers and Their Opposites (Integers)**
4. **The System Is the Thing—Structure of the Number System**
5. **Rational Numbers Come in Several Varieties—Fractions, Decimal Fractions, Percents**
6. **Radicals, Roots and Real Numbers**
7. **Sentences and Solution Sets—Equalities and Inequalities**
8. **Pictures of Mathematical Sentences—Graphs**
9. **Shapely Thinking—Geometry**
10. **Space-Age Space**

Quad tapes or a kinescope of typical lessons from the course—along with a sample copy of the accompanying viewer's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Dr. Ruth Hoffman

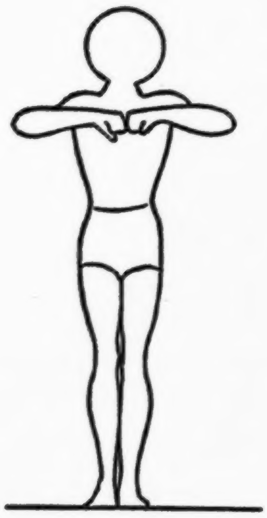
Produced by the Denver Public Schools at KRMA-TV

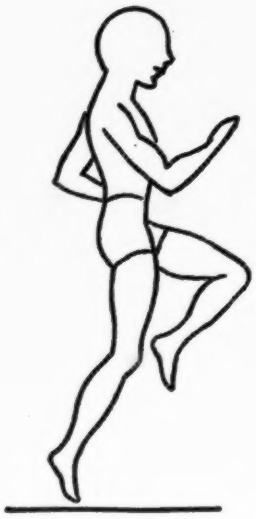
PHYSICAL EDUCATION

(Grades 1 and 2)
Seventeen, 15-minute lessons

(Grades 3 and 4)
Eighteen, 15-minute lessons

(Grades 5 and 6)
Thirty-six, 15-minute lessons





These three telecourses can help provide a well-rounded physical education program in the elementary school. They are designed to provide a variety of activities and games to develop the skills and physical development commensurate to each grade level.

Although the three series can establish a well-articulated program for the complete elementary level if taken in sequence, the courses may be used independently if the school desires. The first two levels are set up for every-other-week telecasts; the third course, for once-a-week screenings.

Lessons in all the courses are keyed to the seasons and special days. They provide a variety of indoor and outdoor and quiet and active games. A minimum of specialized equipment is used. The required equipment may be secured with a little ingenuity and at a negligible cost.

Typical lesson titles include:

Kickball, Throwing Games, Classroom Games, Active Games, Stunts and Tumbling, Quiet Games, Summer Games, Physical Fitness, Combatives, Small Group Games, Relays, Lead-Up Games, Hiking, Rope Jumping, Soccer Skills, Touch Football, Basketball Skills, Square Dancing, Handball, Posture, Folk Dancing, Volleyball Skills, Softball Skills, Track and Field Events.

The telecasts are demonstrations of various activities, using a regular school class as the participants. No elaborate playground equipment is used and all activities are demonstrated in an ordinary school-time setting. All activities are explained and demonstrated by the teacher.

Although designed for student viewing, the programs are also effective for in-service instruction. When telecast for student viewing, the classroom teacher uses the interval between lessons to have students repeat activities demonstrated on the previous telelesson.

The teacher's guides include complete information and directions for all activities and a number of valuable suggestions for follow-up activities.

Quad tapes or a kine of typical lessons from the courses—along with sample copies of the teachers' guides—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from each of the courses are available as a part of this "no obligation" sampling service.

TEACHER:** Mrs. Bonnie Gilliom* ***Produced by the Columbus, Ohio, Public Schools at WOSU-TV

JUST WONDERING

(for Grade 1)

Thirty-one, 15-minute lessons

Using the inquiry approach in presentation, the teaching in this primary science series is directed toward the development of skills in forming concepts, making inferences and generalizations, interpretating data and communicating ideas. The very nature of the inquiry approach requires the student to have extensive and direct contact with materials and phenomena . . . and throughout the telecasts "Just Wondering" gives the student viewer ample opportunity to manipulate certain materials and make responses.

This important aspect of the series—that many of the lessons are designed to be open-end, where questions may be posed and not answered, or an experiment performed and the conclusion not stated—gives the classroom teacher abundant occasion to continue the development of ideas through discussions and activities. This should provide students with an opportunity to discover, interpret and conclude for themselves.

Though primarily conceived for first grade students, "Just Wondering" can also be of benefit to second and third graders when proper use is made of suggested post-telecast activities. These, outlined for varying degrees of sophistication, are included in the teacher's guide accompanying the course.

The guide also contains a helpful outline of the levels of understanding as defined through descriptions of performance. This will provide the teacher with a means of evaluating the progress and abilities of her class members and thus assist her in setting a teaching pace.

In the scientific subject matter area, the series is concerned primarily with the concepts of material objects, states of matter (solid, liquid, gas) and relationships between objects (similarities and variations, interactions, change and simple systems).

Most of the experiments are designed so that the student is actively participating, not passively observing the phenomena. As the students begin to grasp the fundamental concepts, they will discover that these concepts may be applied to phenomena other than those associated with the science class. The teacher's guide suggests simple inexpensive materials which may be used by the class in conjunction with each of the telelessons.

The telecourse is not designed to be the total science lesson but to serve only as a source from which processes may lead to development or discovery of the concepts.

TV TEACHER MARTHA C. HARRIS

Quad tapes or a kinescope of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lesson numbers and titles in "Just Wondering":

1. **Contours and Colors**
2. **Shape Relationships and the Third Dimension**
3. **Telling by Touch**
4. **Classification**
5. **Living Objects**
6. **Variation in Living Objects**
7. **Plants as Living Objects**
8. **Experimenting With Liquids**
9. **Experimenting With Solids**
10. **Gases as Objects**
11. **Relationships Among Solids, Liquids, Gases**
12. **A Study of Variation—Making a Histogram**
13. **Standard Units and Linear Measurement**
14. **Surface and Volume Measurement**
15. **Comparison of Weights—Measurement of Mass**
16. **Communicating Information**
17. **Selecting Related Objects**
18. **Introduction to Systems**
19. **Systems in Experiments**
20. **Observing Changes**
21. **Interaction in Experiments**
22. **More Interactions**
23. **Interactions and You**
24. **Special Interactions—Magnets**
25. **Special Interaction II**
26. **Measuring Change**
27. **Thermal Interactions**
28. **Systems and Sub-Systems**
29. **Systems and Sub-Systems in Experiments**
30. **Plant and Animal Interaction**
31. **The Black Box**

Produced by the Eugene (Ore.) Public Schools at KOAC-TV

NEIGHBORHOOD EXPLORERS

(for Grade 2)
Fifteen, 15-minute lessons

TV TEACHERS
GENE GRAY AND ELINOR JOHNSON

The basic objectives of this series are to instill in the child a realization that science is both a process of obtaining information as well as organizing it into a definable body of knowledge . . . and that the only contact a person has with his environment is through his senses.

Not designed to perform a total teaching job, this elementary science course supplements and enriches the regular curriculum.

A problem approach is used in achieving objectives of the course. A problem is presented at the beginning of each lesson. Evidence is introduced and the child, through a series of observations, evaluates the evidence and attempts to draw a conclusion.

A minimum of information is offered the child through the direct lecture approach. The child is instead urged to learn through observation, discrimination and synthesis of evidence.

The content of the course was not chosen because of its traditioanl nature but rather because the content stands a good chance of lying within a child's experience. Because of this, the problems he solves will make sense to him and contain personal meaning.

The lessons are not interdependent in this course. But all are of a similar format in that the process used in solving problems is incorporated into each lesson. The problem solving method thus becomes a useful tool for the child in other fields.

A teacher's guide for the course contains, for each lesson, a statement of the general significance of the subject area, a summary, and suggestions for related activities.

The lessons of "Neighborhood Explorers":

—Finding Out
—Living or Non-Living
—Making Groups of Things
—Making Things Useful
—Water Changes Things
—Changing Things
—Ice
—Snow
—Animals in Winter
—Exploring for Animals in Winter
—Telling Animals Apart
—Animal Differences
—Parts of a Plant
—Plants We Eat
—Solving a Problem

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by The 21-Inch Classroom, Boston, Mass., at WGBH-TV

LAND AND SEA

(for Grade 3)
Fifteen, 15-minute lessons

The lessons in this excellent series were prepared with a number of purposes in mind: to supplement a variety of science curricula by providing resources not usually available in the classroom . . . to give the child experiences with the processes and procedures in science rather than facts alone . . . and to encourage the student to search, critically observe his findings and evaluate his accumulated evidence.

Television teacher Louise McNamara makes considerable use of the questioning technique. And most programs end with "what if . . .?" questions, suggesting avenues of stimulation and interest to the student and fostering his continuing curiosity in the field.

"Land and Sea" lessons are built around the following topics: the shape, rotation and face of the earth; soil; forces that change the earth—water, wind and glaciers; rocks; mountains and volcanoes; the sea; sea animals; the edge of the sea; life and death in the sea; and the pond.

Mrs. McNamara is a graduate of Radcliffe College and took her Master's Degree from Harvard Graduate School of Education. She has been a classroom teacher, an elementary science specialist and has served as an editor of science and health textbooks in addition to being published in a number of children's magazines.

The "Land and Sea" teacher's guide offers a wealth of material and suggestions for follow-up activities. It also includes a vocabulary outline, supplementary reading references and a listing of audio-visual materials available for use with the course.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER
MRS. LOUISE McNAMARA

The lessons of "Land and Sea":

1. **The Shape of the Earth**
2. **The Rotation of the Earth**
3. **The Face of the Earth**
4. **Soil**
5. **Forces That Change the Earth—Water**
6. **Forces That Change the Earth—Wind**
7. **Forces That Change the Earth—Glaciers**
8. **Rocks**
9. **Mountains and Volcanoes**
10. **The World Was Once Very Different**
11. **The Sea**
12. **Sea Animals**
13. **The Edge of the Sea**
14. **Life and Death in the Sea**
15. **The Pond**

Produced by the 21-Inch Classroom, Boston, Mass., at WGBH-TV

SEARCH FOR SCIENCE

(for Grade 4)

Thirty-two, 15-minute lessons

This telecourse takes the curious and absorbent minds of intermediate grade level students on a fascinating trip through nine major areas of scientific experience.

Television teacher Robert Crumpler investigates: the Earth and its make-up, types of machines, animal environments and relationships, electricity, air, types of flight, the human body, microscopic animals, and the plant world.

"Search for Science" is keyed for the fourth grade curriculum but can easily be modified for use by any of the intermediate grades.

Mr. Crumpler notes in an introduction to the accompanying teacher's guide that the lessons of "Search for Science" are so designed that the classroom and television teacher may work as a team. The lessons are divided into three parts: teacher preparation, the television presentation itself, and suggested follow-up.

"The classroom teacher is the pivot on which the entire process turns," says teacher Crumpler. "Let us view the lesson, therefore, as an introduction which will put the children in a receptive frame of mind—the lesson itself to develop conceptual relationships . . . and the follow-up to reinforce the relationship and involve problem-doing."

Each of the television lessons begins with a situation totally familiar to intermediate grade level students. The presentation then proceeds in orderly development to the unfamiliar. Moreover, each lessons involves one or all of the scientific methods described in Lesson One of the series.

These major areas of scientific method include: observation, experimentation, and organized recording of facts—facts growing out of the results of observation and experimentation.

Quad tapes or a kine of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lesson titles in "Seach for Science":

1. **Scientific Method**
2. **The Earth's Outer Crust**
3. **Three Kinds of Rocks**
4. **Erosion**
5. **How Are Fossils Formed?**
6. **Earthquakes and Volcanoes**
7. **Levers**
8. **The Pulley**
9. **The Inclined Plane**
10. **The Screw and the Wedge**
11. **Compound Machines**
12. **Adaptation**
13. **Symbiosis**
14. **The Food Chain**
15. **Electricity—A Form of Energy**
16. **Electric Current**
17. **Conductors and Non-Conductors**
18. **The Life of Volta**
19. **The Properties of Air**
20. **Air in Motion**
21. **Air: Hot and Cold**
22. **The Life of Bernoulli**
23. **Balanced Flight**
24. **The Jet Engines**
25. **Body Growth**
26. **Disease—Prevention and Control**
27. **The Microscope**
28. **Microscopic Animals**
29. **The Life of Pasteur**
30. **Flowering Plants**
31. **Non-Flowering Plants**
32. **Propagation of Plants (Non-Seed)**

TEACHER: Robert Crumpler

Produced by The ETV Association of Metropolitan Cleveland at WVIZ-TV

ADVENTURES IN SCIENCE

(for Grade 5)
Fifty-two, 30-minute lessons

"Adventures in Science" is a carefully organized course employing special scientific techniques for the benefit and enrichment of fifth grade science students.

General objectives of the course are many but the educator should be alerted that the course is not meant to provide a total teaching program but rather to act as a supplementary means of enrichment. And because of the nature of this type of instruction, it is presumed the classroom teacher will be able to devote more time to the special interests of groups or individuals.

Among the general objectives of the telecourse:

—To acquaint the pupils with fundamental truths and specific subject matter in the field of science;

—To stimulate the students' interest in and curiosity about the sciences and to motivate them to respond to the program by research and experimentation;

—To develop understandings and principles through the study of scientific facts and the application of these same understandings and principles in other areas of human endeavor; and

—To encourage pupils to develop "scientific thinking" based upon logical and critical procedure.

The series is divided into four basic units—*Adventures With Living Things, Adventures in Weather, Adventures in the Universe*, and *Adventures With Energy*. Each unit consists of 12 lessons. In addition there is an "open lesson" at the conclusion of each unit to provide for review and summary.

The lessons of "Adventures in Science":

—What Are Living Things?
—Unseen Plants
—Seed Plants
—Invertebrates: Unseen Animals
—Invertebrates: Simple Animals
—Invertebrates: Jointed Animals
—Vertebrates: Fish
—Vertebrates: Amphibians
—Vertebrates: Reptiles
—Vertebrates: Birds
—Vertebrates: Mammals
—General Summary
—Culmination Program
—Weather Signs
—Our Atmosphere
—Temperature
—Air Pressure
—Wind
—Humidity
—Precipitation
—How Are Clouds Formed
—Important Cloud Formations
—Hurricanes and Tornadoes
—How You Can Forecast the Weather
—General Summary
-Culmination Program

—The Nature of Our Universe
—Constellations
—Our Solar System
—The Sun and Its Effect Upon the Earth
—Man on Mercury?
—Venus & Earth—Twin Planets
—Man on Mars?
—Jupiter & Saturn
—Uranus, Neptune & Pluto
—The Earth in Motion
—The Moon & Its Relationship to the Earth
—General Summary
—Culmination Program
—Simple Machines: The Lever
—What Is Sound?
—What Is Light?
—Static Electricity
—Magnets
—Making Electricity
—Elements of an Electric Current
—Electricity Through Wires
—Electricity Without Wires
—Space Travel Laws
—Problems of the Astronauts
—General Summary
—Culmination Program

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: A. Edward Ooghe

Produced by the Richmond, Va., Public Schools at WCVE-TV

THE SCIENCE ROOM

(for Grade 5 or 6)
Thirty-two, 20-minute lessons

TV TEACHER ROBERT CRUMPLER

This course serves as a vehicle to bring into the child's experience those things which are not likely to be found in the ordinary classroom situation—demonstrations of atomic energy, a demonstration of the versatile laser light, and lectures by guest weather forecasters.

Content of the series is based on traditional fifth and sixth grade science curricula, covering topics in the living sciences, physics, chemistry and earth science. Although the programs are grouped into units of a similar topical content, each lesson can stand alone. Thus, the sequence of the lessons may be altered to more closely correlate with the local curriculum.

Teacher Robert Crumpler has outlined three major objectives of the course:

—To introduce to the young mind science as a discipline, to define that discipline, generate a respect for it and to encourage its continued use;

—To arouse the spirit of inquiry through discovery and to encourage the child to use his discovery as the basis for further inquiry until it becomes a habit; and

—To stimulate an interest in science, showing that it is an exciting, absorbing field of study.

Mr. Crumpler has classroom teaching experience as well as having had supervisory responsibilities in science instruction and in curriculum development for the Cleveland, Ohio Public Schools. He holds a Master's Degree from Western Reserve University in Cleveland.

A comprehensive teacher's guide offers ample suggestions for introductory activities and vocabulary as well as follow-up experiences.

Lesson topics of "The Science Room":

1. **The Earth: Its Beginning and Basic Parts**
2. **The Earth: Fossils**
3. **The Earth: Geological Time Scale**
4. **Heat as a Form of Energy**
5. **Heat: Atoms and Molecules**
6. **Heat: Capacity**
7. **Heat: Expansion and Contraction**
8. **Heat: Contraction—Convection—Radiation**
9. **The Steam Engine and Turbine**
10. **The Internal Combustion Engine**
11. **Airplane Engines—Jets**
12. **Diving Devices**
13. **Minerals in the Sea**
14. **Vertebrates and Invertebrates in the Sea**
15. **The Ocean: Microscopic Plants and Animals**
16. **What is Sound?**
17. **Sound and Communications**
18. **Television**
19. **Atoms and Their Fundamental Particles**
20. **The Element: Atomic Number and Weight—Isotopes**
21. **The Atom and Static Electricity**
22. **The Atom and Current Electricity**
23. **The Telescope**
24. **The Solar System**
25. **The Sun and Other Stars**
26. **The Moon**
27. **Plants: Reproduction-Pollination**
28. **Plants as Food Makers—Photosynthesis**
29. **Plant Growth—Hormones**
30. **Reproduction—Other Means**
31. **Microscopic Plants**
32. **The Cell**

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by The ETV Association of Metropolitan Cleveland at WVIZ-TV

THE WORLD OF SCIENCE

(for Grade 6)
Fifty-two, 30-minute lessons

TV TEACHER A. EDWARD OOGHE

"The World of Science" takes a more specialized look at some of the material introduced in the "Adventure in Science" series. The course is again divided into four units, tightening the scope of the science fields explored initially. *The World of Geology* deals with the formation and structure of the earth, rocks and minerals and geological phenomena. *The World of Chemistry* explores chemical reaction and the atomic structure of matter. *The World of Physics* pays particular attention to different types of propulsive power and modes of transportation. *The World of Life Processes* outlines these processes as they apply to and are used by plant and human life . . . and takes a look at the various bodily systems of a human.

Teacher Edward Ooghe took his Bachelor of Arts (1954) and his Master of Arts (1963) degrees from the University of Virginia. He taught at the elementary level in 1954-55 and after a tour of duty in the U.S. Navy, was a junior high school physical education, science and mathematics teacher in Richmond, Virginia, until 1960.

That year he successfully auditioned for the Richmond Public Schools as a television teacher of elementary school science.

As in the previous course, the basic objectives of "The World of Science" are to acquaint the students with fundamental truths and specific subject matter in the field of science and, at the same time, to stimulate and motivate them to engage in an independent program of research and experimentation.

An extremely helpful study guide accompanying the course contains lesson outlines, suggested related activities, diagrams, vocabulary lists and testing forms.

The lessons of "The World of Science":

—Formation of the Earth
—Structure of the Earth
—Oceans of the Earth
—Geological Eras
—Mountain Building
—Weathering & Erosion
—Rocks and Minerals (two lessons)
—Effects of Past Life
—The Lowlands
—Geological Phenomena
—Review and Summary
—Culmination Program
—Atomic Structure of Matter
—Molecular Theory
—Elements, Mixtures and Compounds
—Acids, Bases & Salts
—Chemical & Physical Change
—Chemical Reaction (Three lessons)
—Chemistry in the Home
—Chemistry in the Body
—Nuclear Reaction
—Review & Summary
—Culmination Program
—Solving Problems

—Electricity—Uses and Problems
—The Generator—Problems of Power
—Atomic Reactor—Problems of Control
—Problems of Volts and Amperes
—The Electric Motor
—Other Uses of Electricity in the Home
—Transportation
—The Gasoline Engine
—From Oars to Atoms
—Problems of Flight
—Review and Summary
—Culmination Program
—Life Processes in Plants
—Food-Getting by Plants
—Respiration in Plants
—Life Processes in Man
—Human Skeletal System
—Human Muscular System
—Human Digestive System
—Human Respiratory System
—Human Circulatory System
—Human Nervous System (Two Lessons)
—Review and Summary
—Culmination Program

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

NEW DIMENSIONS IN SCIENCE

(for Grade 7)
Twenty-six, 30-minute lessons

This seventh grade series covers six units of study—astronomy, earth science, physics, chemistry, physiology and ecology.

Expressed objectives of the course are: to develop concepts through the study of facts in order to arrive at generalizations which are supported by these concepts . . . then, to raise questions that will stimulate independent research and analysis in order to reach conclusions based on student investigations.

The course is designed to help students apply generalizations, concepts and facts to the problems of daily life and, ultimately, to develop in the students a lasting interest in and curiosity about the fascinating and ever-growing world of science.

Objectives of the course are reached through developing in the students a basic understanding of the following six major generalizations, each falling in one of the six units noted above:

The earth is a small part of the universe (Astronomy); Conditions on earth have changed in the past and are changing today (Earth Science); Energy is subject to many changes (Physics); Matter is subject to many changes (Chemistry); There are many kinds of living things which carry on the same basic life processes (Physiology); and Living things are interdependent and must continually adapt to their changing environment (Ecology).

A comprehensive teacher's guide provides the classroom teacher with information on preparing material to be used in conjunction with the televiewing . . . a brief resume of the concepts to be developed . . . and many audio-visual and other instructional aids that can provide the resources for independent study and experimentation.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The titles of each "New Dimensions in Science" lesson (all expressed as basic concepts):

—Time and Space Are Relative Terms.
—There Are Many Kinds of Celestial Bodies in the Universe.
—All Celestial Bodies Are Governed by Certain Universal Laws.
—There Are Important Relationships Between the Earth and Other Bodies in the Universe.
—The Earth Has Changed Considerably in the Past.
—Evidence of Change in the Earth Is Found In Rocks.
—The Earth Is in a Constant State of Change Today.
—Man Can Predict with Varying Degrees of Accuracy Future Conditions on the Earth.
—There Are Many Different Forms of Energy.
—One Form of Energy Can Be Changed to Another Form of Energy.
—Every Force Is Supplied by Some Form of Energy.
—There Are Many Examples of Energy Changes in Our Environment.
—The Atom Is the Basic Structural Unit of Matter.
—Matter Can Be Changed Physically.
—Matter Can Be Changed Chemically.
—Changes in Matter Are Measured in Many Ways.
—The Basic Structural Unit of All Plants and Animals Is the Living Cell.
—All Living Things Require Certain Basic Essentials.
—All Living Things Are Engaged in Certain Basic Life Processes.
—The Means by Which the Same Life Processes Are Accomplished Will Vary from Living Thing to Living Thing.
-Plants Must Continually Adapt Themselves to Their Ever Changing Environment.
—Animals Must Continually Adapt Themselves to Their Ever Changing Environment.
—Nature Maintains a Delicate Balance Among All Living Things.
—Sometimes the Balance of Nature Is Upset.

TEACHER: A. Edward Ooghe

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

EARTH AND SPACE SCIENCE

(for Junior High Level)
Forty-eight, 20-minute lessons

The rapid and continuous progress being made in this, The Age of Space, has thrown a mighty challenge to school administrators and teachers as they strive to enlarge the scope of space science education.

Such is the reason for this course which attempts to broaden the student's understanding of his physical environment. With the advent of man's wandering into space only a few short years in the past, it is of vital importance that all students know more about the earth on which they live and the realm of space to which their future lives may be increasingly oriented.

The described course is presented as a joint effort between the classroom and the television teacher. Planned to run 18 weeks (three televised and two classroom lessons per week), the classroom time is to be used for individual and group investigation, additional demonstrations and experiments, field trips, and other supplementary study.

Material covered is divided into three general areas: astronomy, geology and meteorology. Since biology, physics and chemistry are covered more fully elsewhere in the junior high science curriculum, only such content from these areas specifically necessary for explanation and demonstration are used in the telecourse.

Whereas general science attempts to cover all the realms of science in a sketchy manner, "Earth and Space Science" gives a more detailed view of the three areas it covers and demonstrates the scientific processes and approaches to problem solving.

A teacher's guide, which accompanies the course, is designed to help the classroom teacher integrate the entire program of class activities. The guide also contains bibliographic references for both student and teacher, suggested follow-up and non-telecast activities, additional experiments, unit tests and a two-week preparatory program to be used before the course actually begins.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lessons of "Earth and Space Science":

—An explanation to the student that science is not a collection of isolated facts, but rather the utilization of the human mind to construct mental images or models that would aid in explaining observed phenomena in the universe.
—Development of the Ptolemaic "mental model."
—An explanation of instruments used in measuring time and motion.
—The use of triangles and the parallax effect in determining terrestrial and astronomical distances.
—Determining diameters of the sun and moon. Also an explanation of both lunar and solar eclipses and phases of the moon.
—Introduction to telescopes.
—Determination of the relative and absolute distances of the planets.
—Measurement of distances beyond the solar system using stellar parallax. Also, determination of the velocity of light.
—Description of Project Apollo (lunar probe).
—The spectroscope as a means of investigating characteristics of the visible spectrum. Also, a study of light as a form of energy.
—Means used in charting the brightness of stars. The use of light as a means of measuring distance to stars.
—Celestial navigation.
—A demonstration and exploration of the "inverse square law."
—Kepler's laws of motion and how they better describe the orbits of planets about the sun.
—Dr. Willy Ley discusses space exploration.
—The forces involved in planetary motion with emphasis on Newton's laws.
—Construction of a mental model of the universe. Also, the Doppler effect as a means of interpreting the universe.
—Dr. Sherman Shultz, instructor in astronomy at Macalester College in St. Paul, Minn., displays and explains the uses of his observatory. He also describes the construction of a reflector telescope.
—A comparison of the gross features of the earth compared with other planets of the solar system.
—Development of the chemical background necessary for an understanding of minerals and rocks. Also, an introduction to atoms and elements.
—Earthquakes and an explanation of the seismograph.
—How elements combine to form minerals.
—More mineral identification.
—Identification of rocks.
—A discussion of weathering—mechanical, chemical and organic.
—Destructive forces which change the surface of the earth—water, ice and wind.
—Dr. Schwartz discusses the geologic processes involved in the formation of the iron region of northern Minnesota—with a special emphasis on weathering as the agent responsible for concentrating the rich ores on the range.
—The results of destructive forces acting on the surface of the earth.
—Constructive forces on the earth's surface —construction and vulcanism.
—A discussion on the headward recession of water falls. Guest lecturer is Dr. George A. Thiel, retired chairman of the geology department, University of Minnesota.
—The other major constructive force—diastrophism (folding and faulting).
—A presentation of the methods by which geologists interpret the geologic history of the earth.
—Glaciers and ice sheets. Guest lecturer is Dr. John Stone of the Minnesota Geological Survey, University of Minnesota.
—An investigation of the geologic history of the earth through an interpretation of rock strata.
—Methods used in determination of the age of the earth.
—Dr. Robert E. Sloan, assistant professor of geology at the University of Minnesota, narrates a brief trip through the Chicago Museum of Natural History. He describes relationships between the landforms and existing life of a portion of the Paleozoic era and suggests reasons for succession or change.
—Changes occurring in both landforms and life during the Paleozoic and Mesozoic Eras are traced.
—The changing environment during geologic time with primary emphasis on the Cenozoic Era.
—Dr. Sloan discusses formation of the cool swamp during the Pennsylvanian Period.
—An introduction to meteorology. And a study of the construction of the earth's atmosphere.
—The reasons for temperature variations through an understanding of heat energy received from the sun. Also, a study of the transmission of heat by conduction, convection and radiation.
—Guest lecturer Dr. Ward J. Barrett, assistant professor of geography, University of Minnesota, considers the relationship between land and water masses in creating daily and seasonal changes in weather and climate. Also, a discussion of the two basic types of climate—maritime and continental.
—Changing atmospheric pressure and how it is measured.
—Wind circulation and how it relates to pressure and temperature changes.
—Guest lecturer Robert Collins, instructor in earth science at Deephaven Junior High School, Minnetonka (Minn.) Public Schools, explains the measurement of weather, types of observations made and instruments used in making observations.
—A discussion of the hydrologic cycle--evaporation, condensation and precipitation.
—The development of air masses, their sources and their motion across the surface of the earth . . . as well as the interactions of air masses upon meeting one another.
—A television weathercaster presents a standard television weather forecast . . . and the forecast is analyzed.

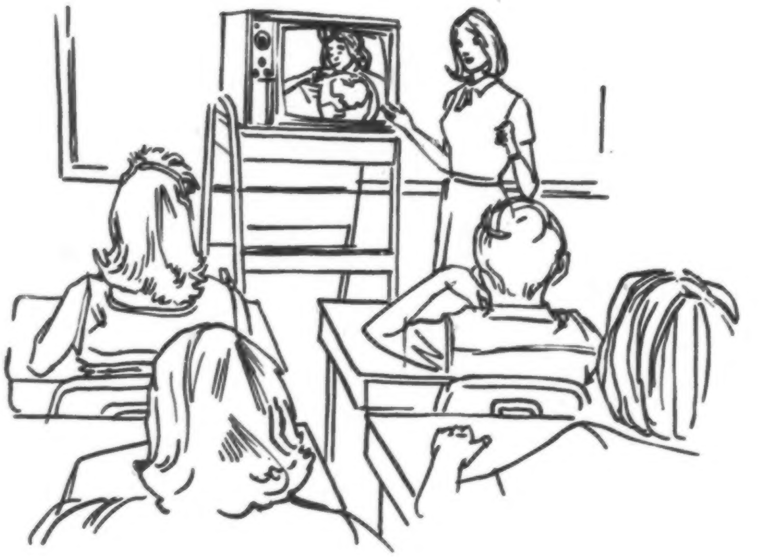
TEACHER:* *John Wells

Produced by Twin City Area ETV Corp., St. Paul, Minn., at KTCA-TV

UTILIZATION MATERIALS
and
IN - SERVICE PROGRAMS

CHANNELS TO LEARNING

10 programs—30 minutes each



The purpose of this series of programs is to orient teachers and administrators to the potential of instructional television and to alert them to some of the principles of effective utilization in the classroom. The series can be used by school systems, teacher training institutions, and colleges and universities to meet a variety of needs in teacher preparation and in-service training. It will meet the needs of teachers at all levels of school instruction—primary through secondary.

Although planned as a series, each program can be used singly or in any sequence in order to adapt to the particular needs of each organization using the series. A discussion leader's guide will be available for those who desire to use the materials in a workshop or in-service context.

This series is a culmination of a cooperative production study carried on under the leadership of the Great Plains National Instructional Television Library. The content was determined cooperatively. Ten production centers in the Midwest each planned and produced a program for the series utilizing some of the unique resources that each could bring to such a cooperative effort. Over-all continuity and coordination was maintained by an advisory committee.

In some ways this is an experiment; in others, it is a demonstration of the most efficient use of the advantages of the television medium whereby the special resources of local organizations are pooled to provide a series of programs from which they can benefit.

The various lessons in the Channels to Learning series and the utilization material they cover:

1. **TELEVISION: IMPLICATIONS FOR INSTRUCTION** delineates reasons why television and other modern media have come onto the educational scene, and the impact they are having on educational programs at all levels.

2. **TELEVISION: A POTENT MEDIUM** explains how television can provide a number of instructional experiences. Also, the advantages of the medium such as magnifying objects, spanning time and distance, presenting experts, and its timelessness. Limitations of the medium are also discussed.

3. **TELEVISION: EFFECTIVE INSTRUCTION** reviews examples of research which have proved the effectiveness of television for instruction both with teachers and with students in changing attitudes as well as in presenting facts.

4. **TELEVISION: THE PROFESSIONAL TEAM** deals with the steps in planning an instructional series; the people who make up the total team; and the roles of the various members—curriculum experts, school principals, classroom teachers, television teachers, producers, directors, and supporting staff members.

5. **TELEVISION: PREPARING THE LESSON** describes some of the work of a studio teacher in preparing for a telecast lesson.

6. **TELEVISION: VIEWING CONDITIONS** explains the proper adjustment of a television set, both electrically and physically, in order to create the best learning situation as far as the physical aspects of the room and the comfort of the students are concerned.

7. **TELEVISION: PREPARING STUDENTS** illustrates principles of adequate preparation—both student and teacher—for improved results from the use of the televised lesson. The program provides a basis for group discussion of possible techniques for classroom practices.

8. **TELEVISION: USING THE LESSON** discusses the role of the classroom teacher during the telecast. Suggestions are made about note-taking, assisting students in acquiring listening and viewing skills, assuming optimum learning situations dealing with unavoidable interruptions and other distractions.

9. **TELEVISION: FOLLOWING-UP THE LESSON** presents examples of actual techniques that teachers have used for follow-up of telecasts. These are not presented as the final answer but merely as suggested activities that illustrate general principles to follow.

10. **TELEVISION: A BROADER LOOK** discusses the many and varied resources that are available through television, both educational and commercial, and how they may be used to enrich the classroom experiences of students.

This series is available on either video tape or kinescope for rental . . . or individual lesson kinescopes may be purchased. The terms:

RENTAL—$5 per kinescope lesson for Monday-Friday use (television rights not included); Per video taped lesson —$55 on user's tape or $60 on Library tape (one telecast use-period included).

PURCHASE—$65 per kinescope lesson (non-telecast use only).

Broadcast rights may be obtained for any of the above-outlined modes; however, the most effective use of these materials has been demonstrated to be through direct classroom projection where the discussion leader is in full control of the activity. Individual programs are structured to be "open-ended" which lead naturally into a discussion situation. This is one of the unique values of the series—that each program stimulates discussion and encourages involvement of the teachers in making their own decisions rather than disseminating sterile platitudes.

Write to the Great Plains National Instructional Television Library for complete information about the availability of this series, and for preview materials.

PREVIEWS AVAILABLE ON VIDEO TAPE ONLY

FIVE UTILIZATION PRESENTATIONS

THE ROLE OF THE CLASSROOM TEACHER

A panel discussion in which a secondary teacher and an elementary teacher describe their new role as a receiving teacher utilizing television. They discuss the changes that have been necessary, both in their daily preparations, and in the daily classroom program, especially at the elementary level. The elementary teacher demonstrates how she not only changes her daily program, but also changes the students' schedules in order to get the greatest value from all lessons available via television. Her realistic approach to providing a workable arrangement of her classroom schedule, and her very "positive" attitude toward the benefits to be derived from using instructional television should encourage any classroom teacher to plan for the same kind of effective use of TV in her classroom.

Available only as a rental kinescope ($5 per Monday-Friday use period—telecast rights NOT available). Running time: 30 minutes.

THE SECOND CLASSROOM

A general orientation program in which the host, Janis Lynch, discusses the contribution that instructional television can make to the educational program of a school. Using excerpts from various programs, different types of lessons are used to illustrate some of these contributions.

The program would be very useful for a general orientation of local ETV groups or for an in-service application to alert teachers to the various types of programming possible through television.

Available only as a rental kinescope ($5 per Monday-Friday use period—telecast rights NOT available). Running time: 25 minutes.

DISCOVERING DISCOVERY

This gives a step-by-step description of the planning, preparation, and production of a program from the NET series "Discovery" that is televised regularly over many ETV stations. The many facets of the studio operations and the production departments are described, and the way in which they all must coordinate in order to contribute to a successful television lesson is clearly illustrated.

This program can be used with the general public and beginning studio teachers to give general information about programming techniques and planning procedures employed in instructional television; and with classroom teachers to illustrate the "behind-the-scenes" activities that go into a television lesson.

Available only as a rental kinescope ($5 per Monday-Friday use period—telecast rights NOT available). Running time: 30 minutes.

TV IN THE CLASSROOM

This introductory lesson for a classroom series is directed primarily to teachers to explain the unique function of instructional television. Mr. Fischbeck illustrates, for example, how close-ups can enlarge images so that all students can get a good view of experiments; how, with specialized equipment, certain experiments can be used on television that could not be performed in the average classroom; how "supers" can clarify spelling of words and understanding of concepts; how the intimacy of television gives eye contact not possible in the traditional classroom; how visuals can be used to advantage; and many other examples.

The television teacher emphasizes the value of preparation for the telecast—preparation of the teacher through study based on the course teacher's guides, and preparation of the students in order that they will have proper orientation and vocabulary background to benefit from the television lesson—and of follow-up after the telecast to reinforce the concepts presented by the television teacher. He also stresses the "team" relationship between classroom teacher and studio teacher.

This is not the traditional lecture type of presentation. Mr. Fischbeck introduces a generous amount of humor and satire into his remarks which challenges the teacher to an introspection of present teaching practices—whether with or without television—and brings to them a desire to utilize the newer media in a more effective manner. Although this program is directly related to a general science series, the principles presented have equal applicability to other subject matter areas.

This presentation is available for either rental as a kinescope or on video tape . . . or purchase as a kinescope. RENTAL—$5 per kinescope lesson per Monday-Friday use (television rights NOT included); on video tape, $55 on user's tape or $60 on Library tape (one telecast use-period included). PURCHASE—$68.50 per kinescope print (for non-telecast use). Running time: 28 minutes.

(Produced by KNME-TV, Albuquerque, N. M.)

THE STUDIO TEACHER

This two-part lesson explains in simple, non-technical language the equipment and operations that are employed in the production of an instructional television lesson. The host, Mr. Hazen Schumacher, associate director of TV at the University of Michigan, describes the functions of such items as microphones, lights, cameras; describes the duties of various studio personnel, and explains some successful techniques for the use of various visual aids that are available to the studio teacher. Teaching techniques employing the chalkboard and its variations, pictures and slides, motion picture film, models, "real things", and various graphics are described and illustrated.

The program has strong application in the training of new "on camera" teachers or of informing classroom teachers of the preparation and processes necessary to produce a televised lesson. This program could also be used to help orient groups that are preparing a new series, or to help the general public understand operations in televised teaching. In fact, the program may be used in any situation where you desire to give a quick background of the activities involved prior to and during a televised lesson.

This presentation is available for either rental ($5 for Monday-Friday use) or purchase ($68.50 per print) on kinescope ONLY. In both cases, unlimited telecast rights ARE INCLUDED in the noted costs. Running time: 47 minutes.

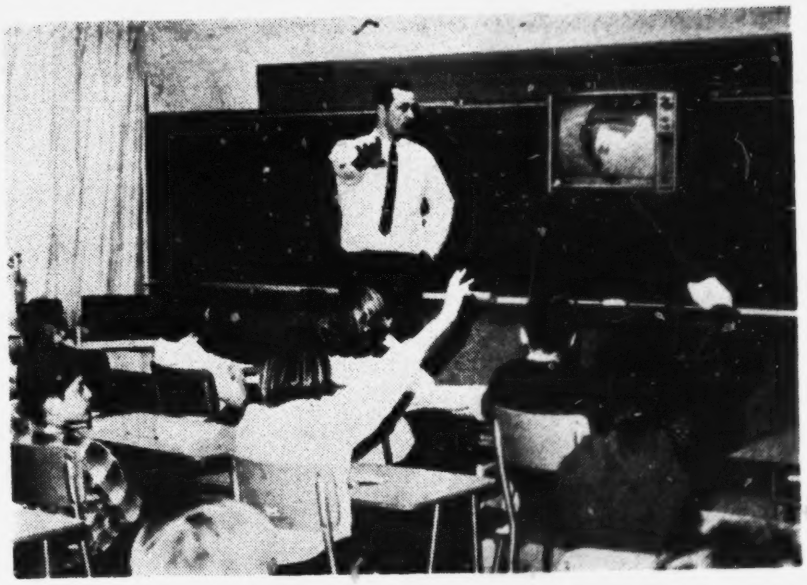
(Produced under the sponsorship of the Ford Foundation)

PREVIEWING SERVICE NOT AVAILABLE FOR MATERIAL ON THIS PAGE

TELEVISION IN YOUR CLASSROOM (SFS-1)

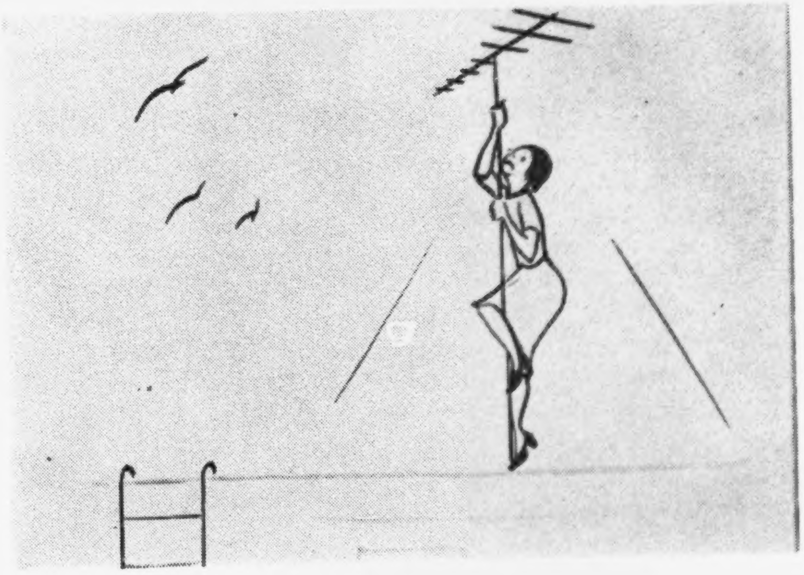
(In-Service)

Color-Sound Film Strip (12 minutes)



The teacher and his classroom television set can be a winning team—but such a successful combination of man and machine is not necessarily an easy one to achieve.

Utilization of television in the classroom requires the understanding of several basic elements unique to the medium. The film strip described on this page clarifies the concept of television as a teaching device which requires the cooperative effort of all involved in instructional televison presentations—those concerned with the actual production of the telelessons, curriculum planners, administrators and the classroom teacher.



Though light and fundamental in its approach, "Television in Your Classroom" solidly brings home all points presented by graphically emphasizing five basic elements of effective instructional television utilization:

- *—The unique importance of study guides*
- *—The proper adjustment and placement of the classroom television set*
- *—The role of positive teacher attitude*
- *—The significance of effective follow-up activities*
- *—The distinct usefulness of evaluation and feed-back by the classroom teacher*

This color film strip is accompanied by a twelve-minute audio narration tape (recorded at 3¾ inches per second). Photos on this page are representations of the 44 color frames comprising the strip. All material contained in the presentation has been cleared for television use.

Purchase price of this utilization package (film strip and audio tape) is $15. In order to make this extremely useful item available at a minimum sale price, Great Plains Library CANNOT provide the set on either a preview or rental basis—SALES ONLY.

Produced by the ILLAHEE Group of the Puget Sound Instructional Television Association in Washington State

ENRICHMENT PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS

(In-Service)

Fourteen, 30-minute lessons

This series of programs is tailored specifically for the education of teachers who are or will be working in the intellectually gifted field.

It is replete with examples of innovative teaching techniques. And—although it deals specifically with the intellectually gifted—educators have noted that methods and techniques employed in the filmed (black and white) series would be applicable to virtually all teaching situations.

The series is divided into three specific units of study embracing the following developmental activities (lesson numbers and titles are also noted):

I — DEVELOPMENT OF SCIENTIFIC DISCOVERY, METHODOLOGY AND INVESTIGATION THROUGH A STUDY OF GRAPHIC REPRESENTATION OF STATISTICAL INFORMATION (Application of Benjamin Bloom's and others' Taxonomy of Educational Objectives: Cognitive Domain **to the study of mathematics).**

- **1. Knowledge**
- **2. Comprehension**
- **3. Application**
- **4. Analysis**
- **5. Synthesis**
- **6. Evaluation**

II — DEVELOPMENT OF CREATIVE EXPRESSION THROUGH A STUDY OF THE LITERARY ELEMENT OF CHARACTERIZATION (Application of J. P. Guilford's "Structure of Intellect" to the development of creative expression).

- **7. Cognition**
- **8. Memory**
- **9. Convergent Thinking**
- **10. Divergent Thinking**
- **11. Evaluation**

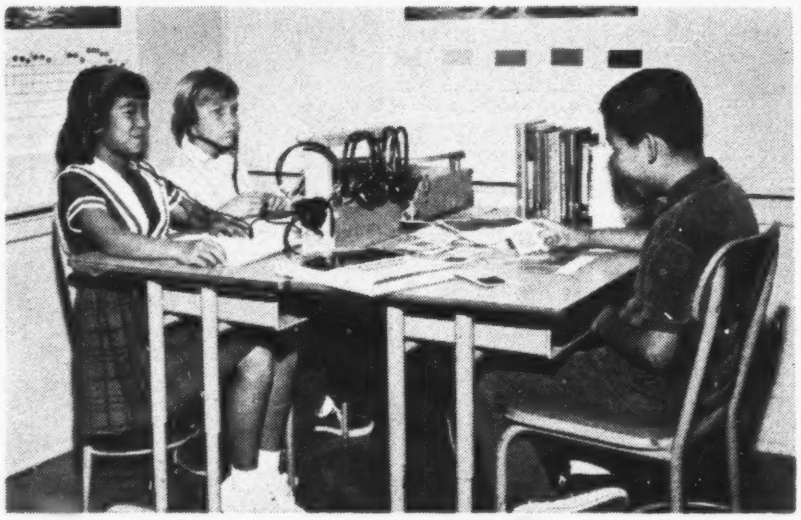
III — DEVELOPMENT OF CRITICAL APPRECIATION THROUGH A STUDY OF THE FUNDAMENTAL FORMS OF MUSIC (Application of Jerome Bruner's description of the stages of learning in The Process of Education **to the development of critical appreciation).**

- **12. Acquisition**
- **13. Transformation**
- **14. Evaluation**

In a departure from its usual "video tape, lease-only" policy, Great Plains Library is making this series available ON FILM ONLY and on a SALE ONLY basis. **Single lessons from the series may be purchased for $47.39 per lesson. Cost of the entire series is $663.46.** The filmed lessons are correlated with material contained in a 55-page Viewer's Guide.

The series was produced by California Project Talent, a cooperative research program of the U.S. Department of Health, Education & Welfare; the California State Department of Education; and the Enrichment Demonstration Center of the Los Angeles City Schools. Photos on this page show Los Angeles school children studying at enrichment materials centers.

Great Plains Library is distributing the series in collaboration with Acme Films and Videotape Laboratories of Hollywood, California.



Films of typical lessons from the course—along with a sample copy of the Viewer's Guide—are available for previewing purposes upon request from Great Plains. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHERS: Karle Lindstrom
Joanne Woods

Produced by California Project Talent

KINESCOPE PREVIEWS AVAILABLE for COLLEGE - LEVEL TELECOURSES!

Great Plains National ITV Library is pleased to announce that kinescope previews are available for all college-level materials now offered for lease through the Library.

In the past, the previews were available only on standard quadruplex video tape. But due to the great demand for the kinescope previewing medium, both quadruplex tape and kinescope previews may now be booked from Great Plains.

The potential viewer should understand, however, that only a few representative lessons from the course are available for previewing through the Library's "no-charge" sampling service. Simple economics prohibit the reduction of all lessons to the kinescope mode . . . and the dubbing of special preview tapes of entire courses.

Most of the courses found in this section of the Great Plains catalog were produced by Chicago's TV College. This grouping of 31 college telecourses (most of them at the first and second year levels) is significant not only from the quantity and quality standpoint but also from the fact that Chicago's TV College has agreed to grant college hour-credits to users of the courses who may not be affiliated with a degree-granting institution.

Most of the Chicago telecourses contain thirty, 45-minute lessons and are intended as "total teaching." The basic lease-fee structure and policies of the Library, as outlined in the General Information section of this catalog, also apply to the college material.

It should be noted, however, that a few of the Chicago courses contain commercial film segments which would necessitate clearance by the individual using institution. This would, of course, involve additional costs. A listing of these segments appears elsewhere in this section of the catalog.

For those who might use the courses and are not affiliated with a credit-giving educational institution—and who wish to receive credit through Chicago's TV College—the student cost would be a $5 registration fee plus $25 per credit hour taken. This figure includes the cost of a comprehensive study guide which accompanies each course. Also, in the case of taking the course for credit with TV College, registration forms and information would be supplied by TV College but with the actual registration procedure under local control.

A student must be a high school graduate to take any of the Chicago courses . . . or, if he is 19 years of age or over and not a high school graduate, he will be registered as a student-at-large. After such a student has successfully completed at least 15 hours of study and maintained at least a C average, he will be accepted as a regular student. Also, in the case of students working for Chicago credit hours, regular section teachers from the TV College would be assigned, to whom the student would send his mail assignments and examinations.

Chicago's TV College has had a remarkable

(Continued, next page)

COURSES FROM CHICAGO TV COLLEGE CONTAINING FILM WHICH WILL NECESSITATE CLEARANCE BY THE INDIVIDUAL INSTITUTION USING THE COURSE

Course	Lesson Number	Title of Film	Producer	Running Time
Marketing	2	Creative Man in the Marketing Machinery	Leo-Burnett Agency	13:30
Amer. Public School		Education in America		
	7	17/18 Century	Coronet Films	15:38
	16	19th Century	Coronet Films	15:53
	26	20th Century	Coronet Films	15:16
Philosophy of Education		Education in America		
	1	17/18 Century	Coronet Films	15:38
	1	19th Century	Coronet Films	15:53
	2	20th Century	Coronet Films	15:16
	8	Brotherhood of Man	Britannica Films	10:37
	13	Feeling of Hostility	Natl. Film Bd. Canada	25:25
	20	Nigeria: New Nation	British Info. Serv.	9:00
	25	Man and His Culture	Britannica Films	14:29
Humanities (2nd Crse.)	1	Oriental Brushwork	E. B. F.	15:49
Physical Science (1st Crse.)	1	Scientific Method	Coronet Films	11:00
	10	The Earth Changes in Its Surface	Coronet Films	10:47
	12	Prehistoric Times: The World Before Man	Coronet Films	10:19
	15	Weather, Why It Changes	Coronet Films	9:49
	16	Weather, Understanding Storms	Coronet Films	10:38
	24	The Sun and How It Affects Us	Coronet Films	10:17
	26	Velocity & Acceleration	Coronet Films	12:20
	27	Force and Motion	Coronet Films	10:30
	7	The Great Lakes and How They Were Formed	Britannica Films	10:47
	28	Galileo's Laws of Falling Bodies	Britannica Films	5:43
	30	Earths Satellites: The Explorers of Outer Space	Britannica Films	16:15
Spanish	3–7	Film Clips	Univ. of So. Calif.	(Various—no more than 3 minutes)
	9	Film Clips	Univ. of So. Calif.	
	10	The Sounds of Language	Teaching Films Custodians Inc.	
	11	Film Clips	Univ. of So. Calif.	"
	12	Film Clips	Univ. of So. Calif.	"
	15, 16, 17	Film Clips	Univ. of So. Calif.	"
	19, 21, 22	Film Clips	Univ. of So. Calif.	"
	24, 25, 26	Film Clips	Univ. of So. Calif.	"

KINESCOPE PREVIEWS

(Continued from preceding page)

record of acceptance and success since its inception in 1956. More than 100,000 persons have registered for more than 150,000 courses since that time—and more than 75 per cent of the registrants have completed their course work.

Dr. James Zigerell, dean of Chicago's TV College, notes that by sharing its videotaped TV courses with schools lacking resources in certain academic areas, the Chicago school is providing a service to the national educational community at a time when educational facilities are undergoing considerable strain.

Please direct all additional information inquiries regarding the Chicago TV College courses directly to the Great Plains National ITV Library in Lincoln, Neb.

RECORDED
INSTRUCTIONAL
TELEVISION
COURSES
for the
COLLEGE
LEVEL

All Telecourses Outlined in This Section of the Catalog are Available for Lease on Either Standard Quadruplex or Helical Scan Video Tape Configurations (Please Refer to Last Page of This Catalog).

PREVIEWS OF THIS MATERIAL ARE AVAILABLE ONLY ON QUADRUPLEX VIDEO TAPE OR KINESCOPE.

GREGG SHORTHAND

Thirty, 45-minute lessons
Four Credit Hours

This course, which incorporates basic modifications in Gregg Shorthand introduced in the Diamond Jubilee Series of 1963, presents a complete review of Gregg theory.

Thus, the beginner is provided with a solid foundation on which to build the skills needed for high-speed, new-material dictation and transcription . . . and the experienced writer is provided an opportuntiy to review and add to his skill.

The study guide which accompanies the course contains extensive instructions on preparation for and actual viewing of the telelesson plus tips on post-TV practice procedures.

An outline of practice procedures draws attention to eight specific areas: word lists, brief forms and phrases, reading and writing practice, business vocabulary builder, similar words drill, punctuation, spelling and supplementary material.

Shorthand is a useful tool in the modern world. Mastery of it places the young man entering business in a strategic position close to the administrative center of an organization. The young woman who has become proficient in it can select a career from a variety of choice employment opportunities.

The busy executive who must crowd the preparation of speeches and reports into a tight schedule finds shorthand a great time-saver. And skill in shorthand enables the college student to preserve quickly the content of lectures and readings.

TV TEACHER RUTH B. PIETTE, who holds a Master of Arts degree from the University of Chicago, has 23 years teaching experience and is the author of the study guide which accompanies this course. Professor Piette has also authored a number of articles in professional journals which deal with the teaching of shorthand by television. She has studied the shorthand instruction methods of Anne Brewington, University of Chicago (direct method), and Agnes E. Osborne of Columbia University Teachers College. Mrs. Piette spent four years as a private secretary and, in recent years, has undertaken summer stenographic employment in a variety of offices, including five weeks with Continental Illinois Bank while taking a work-cooperative course at the University of Illinois.

AN OUTLINE OF THE COURSE: Lesson Topics

1. Introduction; phonetic spelling; s-z,f,v,a,e, n,m,t,a; reading sentences.
2. O,r,l,h,-ing; long i; omission of minor vowels.
3. Brief forms; phrases; left s-z; p,b.
4. Sh,ch,j,oo,k, hard g.
5. Three sounds of a and e; th; reading and writing letters; recall charts.
6. Three sounds of o; six common business salutations and closings; vocabulary building; word ending -ly; amounts and quantities; brief form letters.
7. Word endings -tion,-cient,-ciency,-tial; to before down stroke; nd,nt blends; ses.
8. Rd,ld; been and able in phrases.
9. Three sounds of oo; w,sw beginnings.
10. Wh,w within a word; ted,ded,det,dit.
11. Brief form derivatives; ending -ble; beginning re,-oi dipthong; men,mem blends; beginning be-.
12. Per-,pur-de-,di-beginnings; similar words drill. Reading scoreboard.
13. U; -ment ending.
14. Ow, -tner ending; con-,com- beginnings.
15. Den-ten-tain blend.
16. Dem-tem blend; six salutations and closings; blends in phrasing; days of the week; months of the year.
17. Over; def-dif, div-dev blend; oo for u.
18. Under; cities and states; special business phrases, vowel following i; ia-ea; in-,en-, un- beginnings.
19. Ng,ngk; omission of vowel preceding -tion.
20. Ah,aw,y,x; omission of short u.
21. Word beginnings ex-; md-mt blend; -ful ending.
22. Word endings -ure,-ual; punctuation practice; syllabication of spelling words; word ending -ily; word beginnings al-,mis-,dis-des. Daily use of shorthand.
23. Word beginnings for-fore-fur; ago in phrases.
24. Want in phrases; omission of r; word endings -cal,-cle; beginnings inter-,intr-, enter-,entr-; ending -ings omission of words in phrases.
25. Word ending -ingly; beginnings im-,em-; omission of minor vowel.
26. Word ending -snip; beginning sub-, hook and circle joinings; endings -rity,-lity-lty; self and -selves.
27. Abbreviations: -tribute,-quent,-quire, -titute,-titude word families. Abbreviation of individual words; word beginning trans-; ending -ification.
28. Ulate,ulation endings; post-, super- beginnings.
29. Sume,-sumption endings; self-, circum- beginnings; -hood,-ward endings; oo for ul; quantities and amounts; spelling families.
30. Gram ending; electric-,electr- beginnings; compounds; intersection; common geographical terminations.

TEXTBOOKS:

1. Gregg, Leslie and Zoubek. Gregg Shorthand, Diamond Jubilee Series. Text ed. McGraw-Hill, 1963.
2. Student's Transcript for Gregg Shorthand. Diamond Jubilee Series.
3. Workbook for Gregg Shorthand. Diamond Jubilee Series.

SUPPLIES:

1. Stenographer's Notebook (Gregg-ruled and spiral-topped).
2. Fountain pen or good-quality ballpoint.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

TV TEACHER JOHN T. KEEFE is an assistant professor on the Chicago City College Wright Campus. He took his Doctor of Laws degree from the University of Chicago Law School and has 22 years of teaching experience. Dr. Keefe is author of the study guide used in conjunction with his "Business Law" telecourse at Chicago TV College. He practiced law in business fields for 15 years and for five years was a special representative of the American Bar Association to the 1,400 local and state bar associations in the 50 states. In conjunction with this work, he traveled to and addressed many state and regional law conferences and conventions. Dr. Keefe has also directed the National Award of Merit competition for the ABA.

BUSINESS LAW

Thirty, 45-minute lessons
Three Credit Hours

Acquaintance with the rules and regulations affecting business and its conduct is profitable to the student in far more than the strict commercial sense. In his day-to-day affairs, the student encounters situations governed by laws. He is, or will be, a buyer and seller of such things as cars, homes and household appliances.

This course is designed to give the student a basic knowledge of business law which will make him a more intelligent consumer or seller by enabling him to protect himself against misleading contracts and to recognize what his rights and liabilities are in various business transactions.

And, above all—a better understanding of legal fundamentals will encourage him to solicit professional counsel and assistance in certain circumstances.

Stated objectives of the course are:

—To develop an understanding of the nature of laws and legal systems;

—To develop an understanding of the fundamental concepts and principles of Business Law;

—To achieve a detailed knowledge of the operation of United States laws dealing with the formation and enforcement of contracts, business representation and employment relations;

—To develop the ability to recognize the appropriate action to take in a variety of business situations;

—To develop an appreciation of one's own limitations in dealing with business law situations and to learn when a problem requires professional advice or attention; and

—To develop critical thinking ability in dealing with legal problems in business.

OUTLINE OF COURSE: Units and Lessons

UNIT I: LAW—HISTORICAL ORIGINS

1. Outline of course—Methods of legal analysis
2. Legal systems
3. Historical development of American law

UNIT II: LEGAL ADMINISTRATION

4. Kinds of law in the American system
5. Court procedure and the law of business

UNIT III: CONTRACTS

6. Contracts—Introduction
7. Offer and acceptance—I
8. Offer and acceptance—II
9. Consideration
10. Legality
11. Fraud, Accident, Mistake
12. Competency of parties
13. Formality—Statute of Frauds
14. Parol Evidence Rule
15. Assignment and delegation
16. Discharge of contractual obligations
17. Remedies for non-performance
18. Review of contracts

UNIT IV: AGENCY (THE LAW OF BUSINESS REPRESENTATION)

19. Agency—Nature and creation
20. Extent of authority
21. Duties and liabilities—agent to principal
22. Duties and liabilities—Principal to agent
23. Duties and liabilities—third parties to agent
24. Duties and liabilities—third parties to principal
25. Termination of agency
26. Review of agency

UNIT V: EMPLOYMENT

27. Historical background and common law
28. Legislation affecting employment relationship
29. Collective bargaining and labor contracts
30. General review

TEXTBOOK:
Anderson and Kumpf, Business Law, 7th edition, Southwestern, 1964.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

MARKETING

Thirty, 45-minute lessons
Three Credit Hours

Marketing is important in the life of every citizen in a society as "consumer-oriented" as our own. This course examines the principles underlying the science of marketing as well as the factors that lead to changes in a field marked by "high volatility."

Specific objectives of the course:

—To develop an understanding of the basic principles and concepts of the various areas of marketing;

—To instill an understanding of how marketing is related to the over-all business economy and the consequent interdependency of marketing and the business economy;

—To develop an understanding of marketing as a dynamic element of business and the role it plays as an "energizer" in our economy;

—To develop the ability to apply marketing concepts to specific situations;

—To develop the ability to apply the principles of marketing to increase personal buying satisfaction; and

—To develop an appreciation of the need for serious study of marketing from a professional point of view, realizing that marketing properly approached and executed can be professional and highly rewarding.

A study guide which accompanies the course contains a session-by-session listing of the lesson topics with appropriate reading assignments. It also supplies recommendations for supplementary reading designed to expand the student's acquaintance with the subjects covered.

The course was originated on the premise that the welfare of a nation such as ours depends in great part upon the efficient marketing of goods and services. Marketing efficiency, in turn, increases as the skills of both consumers and marketing personnel increase.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER ERIC S. STEIN is an associate professor in merchandising at Chicago City College. He holds a Master of Arts degree from New York University and has been teaching for the past 13 years. The author of a number of articles appearing in marketing and educational magazines, Mr. Stein also wrote the 95-page study guide which accompanies this course. Currently chairman of the Careers Development Committee of the American Marketing Association, he is the co-editor of the soon-to-be published *Careers in Marketing*, a booklet to be distributed by the American Marketing Association. Since 1960, Professor Stein has served as a marketing consultant to a number of firms, including the Borg-Warner Corp. and the Illinois Bell Telephone Co. He has also conducted in-plant seminars for managers and supervisors at various business firms and has made a comparison study of TV vs. campus teaching in the marketing education field. Prior to his teaching career, Prof. Stein had work experience in the personnel, buying and credit departments of several large department stores.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MARKETING IN OUR ECONOMY

1. **Who Needs Marketing?**
2. **The Marketing Master Plan**
3. **Does Marketing Cost Too Much?**

UNIT II: MARKETING IS CONSUMER ORIENTED

4. **Out of the Darkness—Market Research Discussion**
   - **Guests: Mr. R. F. Elrick, Elrick & Lavidge, Inc., Chicago.**
   - **Mr. David Hardin, Pres., Market Facts, Inc., Chicago.**
   - **Dr. Dik Twedt, Market Research Dir., Oscar Meyer Co., Milwaukee.**
   - **Mr. Cy Young, Research Dir., Wilson Co., Chicago.**
5. **Where Are Firms Going and Why? Economic Short and Long Term Forecasts**
6. **The Marketing Test Tube—Test Marketing**
   - **Guest: Mr. H. E. Nickelsen, Exec. V.P., A. C. Nielsen Co., Chicago.**
7. **What is the Consumer Really Like? Consumer Motivation Discussion**
   - **Guests: Dr. Seymour Banks, V.P., Leo Burnett Co., Chicago.**
   - **Dr. Louis Cheskin, Pres., Louis Cheskin & Associates, Chicago.**
   - **Dr. Burleigh Gardner, Pres., Social Research, Inc., Chicago.**
   - **Dr. Ernest Dichter, Pres., Institute for Motivational Research, N. Y.**
8. **People: Millions, Money & Make-up-Analysis of Population & Income**
9. **International Customers**
   - **Guest: Prof. R. E. Weigand, Chairman, Marketing Dept., De Paul University**

UNIT III: THE PRODUCT

10. **The Product, Its Role in the Total Marketing Program**
    - **Guest: Mr. James Bannon, V.P., Booz Allen & Hamilton, Chicago.**
11. **Product Policies—Packaging & Branding**
    - **Guest: Mrs. Sarah Lee Gerrish, Midwest Editor, Modern Packaging Magazine, N.Y.**
12. **Product Policies—Labeling, Standards & Warranties**
13. **Industrial Products**
    - **Guest: Prof. Edward Gordon, Chairman, Marketing Dept., Roosevelt University**

* * *

14. **Product Case Analysis**
    - **Guest: Five leading marketing practitioners who analyze a real marketing situation involving a product decision.**

UNIT IV: THE PLACE

15. **The Place—Its Role in the Total Marketing Program**
16. **Selection of the Channel of Distribution—Place Policies**
17. **Wholesaling**
    - **Guests: Panel of four wholesaling experts**
18. **Retailing**
19. **Physical Distribution**
    - **Guest Instructor: Mr. Ernest Jaski, CCJC.**
20. **Place Case Analysis**
    - **Guests: Five leading marketing practitioners analyzing a real marketing situation.**

UNIT V: THE PRICE

21. **The Price—Its Role in the Total Marketing Program**
    - **Guest: Professor D. Forbush, formerly of Northwestern Univ.**
22. **How is the Price Determined?**
23. **Legislation and Pricing**
    - **Guest: Mr. Carl Dalke, Pres., Chicago Better Business Bureau**
24. **Price Policies**
25. **Price Case Analysis**
    - **Guests: Five leading marketing practitioners analyzing a real marketing situation.**

UNIT VI: THE PROMOTION

26. **The Promotion—Its Role in the Total Marketing Program**
    - **Guest: Mr. Edward Marsalek, Chief Bureau of Consumer Fraud, Chicago.**
27. **The Promotional Campaign**
    - **Guests: Ad agency representatives will present a campaign.**
28. **Nothing Happens Until It Is Sold!—Salesmanship**
    - **Guest: Henry Porter, Exec. Secretary, Nat'l Society for Sales Training Executives and Univ. of Chicago (Industrial Relations Center)**
29. **Sales Management**
30. **Marketing: Its Past, Present and Future**

TEXTBOOKS:

McCarthy, Jerome E. Basic Marketing. **Rev. ed. Richard D. Irwin Inc., 1964.**

Packard, Vance. The Waste Makers. **Paper. Pocket Books Inc.: Giant Cardinal Edition (GC 612).**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

DATA PROCESSING

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

This course, produced by Chicago's TV College (a pioneer in the development of credit courses in data processing), covers introductory concepts in the broad field of data processing—fundamentals, equipment, programming and applications.

The course emphasizes the development of machine processable forms of recording data, and the manner in which this data is manipulated by electro-mechanical and electronic devices. It concludes with an overview of some of the current applications of data processing.

In its presentation, a variety of visual techniques is used to supplement the classroom lecture. Films and visuals of data processing concepts, equipment and installations are utilized to illustrate significant points in the telelesson.

The course has a two-fold objective:

—To present an overview of data processing and computer concepts as an area of general knowledge for the informed individual; and

—To present an introduction which might serve as the first step toward a career in the area of data processing.

The computer now schedules our children in school, issues our paychecks and, once a year, casts a mechanical eye on our income tax return.

Can any responsible citizen afford to ignore the area of data processing? With the ever-increasing demand for quicker and more efficient ways of manipulating and interpreting the staggering volume of data required to keep complex governmental, educational, scientific and business enterprises functioning smoothly, methods of automatic data processing have become the object of intensive study and application.

All these findings form the basis for this concise yet all-encompassing telecourse.

TV TEACHERS PETER D. ABRAMS AND WALTER CORVINE—Dr. Abrams (at the right) is associate professor of education at No. Illinois University and Professor Corvine is director of computer sciences at Illinois Teachers College: Chicago—South. The two are authors of a new text, *Basic Data Processing* (Holt, Rinehart and Winston, Inc.) 1966 . . . and are currently under contract to HR&W for a number of other texts and manuals related to the field. Dr. Abrams took his Ph.D. from Illinois Institute of Technology and has been teaching for six years. He was formerly co-director of data processing and assistant professor in psychology at Illinois Teachers College: Chicago—North. Dr. Abrams has acted as consultant in data processing and data processing curricula to Chicago City College, the Chicago Public High Schools and the Chicago Bureau of Data Processing. Prof. Corvine (at left) has also acted as consultant in his specialty at a number of Illinois institutions of higher education and has been involved in data processing curriculum development and implementation for the Chicago Public High Schools, Chicago City Junior College and Illinois Teachers College. He holds an M.A. degree from DePaul University in Chicago and has been teaching for nine years. Professor Corvine has programming experience in a number of computer languages and systems and has system analysis and design experience in a wide range of data processing applications.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE FIELD OF DATA PROCESSING

1. **Introduction**
2. **History of Automatic Data Processing.**
3. **Data Processing and Unit Record Principles.**

UNIT II: UNIT RECORD DATA PROCESSING

4. **The Keypunch; The Verifier.**
5. **The Sorter.**
6. **The Collator.**
7. **The Reproducer; The Interpreter.**
8. **The Calculator; The Accounting Machine.**
9. **Case Study and Review.**

UNIT III: COMPUTER DATA PROCESSING

10. **Introduction and History of Electronic Data Processing.**
11. **The Stored Program Concept.**
12. **Memory—Primary.**
13. **Input/Output.**
14. **Memory—Secondary and Input/Output.**
15. **Central Processing Unit; Arithmetic; Logic.**
16. **Central Processing Unit; Control; The Instruction.**

UNIT IV. PROGRAMMING

17. **Introduction to Programming; Flowcharting.**
18. **The IDPAC Computer.**
19. **Machine Language Programming.**
20. **Machine Language Programming—Assembler Concepts.**
21. **Assembler Programming.**
22. **Compiler Programming—Cobol.**
23. **Compiler Programming—Fortran.**
24. **Advanced Programming Techniques.**
25. **Systems Analysis and Design.**

UNIT V: APPLICATIONS, IMPLICATIONS, AND THE FUTURE OF DATA PROCESSING

26. **Field Trip.**
27. **Applications: Business and Public Service.**
28. **Applications: Mathematical and Scientific.**
29. **Implications.**
30. **Review and a Glance into the Future.**

TEXTBOOKS:

All students must purchase:

Abrams and Corvine. Basic Data Processing. **Holt, Rinehart & Winston, Inc., 1966.**

Graduate students must purchase in addition:

Desmond, William H. Computers and Their Uses. **Prentice-Hall, 1964.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

AMERICAN PUBLIC SCHOOL

Thirty, 45-minute lessons
Three Credit Hours

TV TEACHER ARMIN C. HOESCH is an associate professor at Illinois Teachers College (Chicago, South) and director of the Chicago National Teacher Corps Consortium. He took his Ph.D. from the University of Chicago and has 17 years of teaching experience. Dr. Hoesch has traveled extensively throughout the United States, Canada, Mexico and Western Europe—all in the interests of studying public and private systems of education in these lands. Ten of his teaching years were spent in Nigeria, West Africa. Dr. Hoesch's Master's Thesis—"The Development of Elementary Education in an Illiterate Society in Nigeria"—reflected these years of educational service in Africa.

Education may be thought of as the process whereby experience is so organized as to lead to emotional, intellectual and social maturity. It is a process vital to American society—so vital, in fact, that the State of Illinois requires that all its teachers in the public schools take this course, or a similar one, to understand more fully the organization, development, programs, purposes and principles of public education in America.

Basic issues in the current educational scene are identified and described within the context of their historical development. The prospective teacher will be better enabled to cope with contemporary situations if he realizes that most of the difficulties he will meet in the classroom and in the school are not new and that his colleagues, both past and present, have coped with similar problems.

The course has six stated objectives:

—To understand the organizational structure of the American school, within the institution itself and in relation to the rest of society;

—To recognize and understand the important issues in American education and their significance;

—To view historically the issues and problems of American education in order that a greater perspective of these issues and their development may be obtained;

—To gain an appreciation of the problems of others associated with the school—colleagues, administrators and, most importantly, the students . . . and to recognize that the total organization is maintained for only one purpose—the pupil and his relationships;

—To understand types of schools which have been established in order to meet the demands of a changing American society; and

—To view and appreciate concepts of education, not only in historical perspective, but as philosophical forces which are often in opposition to each other and to current practice.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION

1. **Modern Education in Perspective Basic Questions in Education**

UNIT II: ORGANIZATION OF AMERICAN EDUCATION—IN GOVERNMENT

2. **The Government's Role in Education**
3. **District, State, and Federal Organization**
4. **Federal Aid to Education**
5. **Relation of Church and State**
6. **In Perspective: Education in the American Colonies**

UNIT III: ORGANIZATION OF AMERICAN EDUCATION—IN THE SCHOOL

7. **What to Teach—Curriculum Development**
8. **Types of Schools**
9. **Organizing the School's program**
10. **Inter-relation of Administration and Function**
11. **Organizing the classroom**
12. **Preparing the Teacher**

UNIT IV: THE SCHOOL IN AMERICAN SOCIETY

13. **The Relations of the School and Society**
14. **Social Changes in Eighteenth Century America**
15. **In Perspective: Establishment of Public School Systems**
16. **In Perspective: The Development of the Common School**
17. **In Perspective: American Education from 1860 to 1900**
18. **Progressivism in American Education**

UNIT V: OTHER ISSUES IN AMERICAN EDUCATION

19. **Technology in Education**
20. **Purposes in Education**
21. **Team Teaching**
22. **The Culturally Disadvantaged Child**
23. **The Courts and Public Schools**
24. **Racial Integration and the Schools**

UNIT VI: TWENTIETH CENTURY SCHOOLS

25. **Elementary Schools**
26. **Secondary Schools**
27. **Higher Education**
28. **International Relationships and American Schools**

UNIT VII: CONCLUSION

29. **Prospects for Future Teachers**
30. **From Perspective to Progress**

TEXTBOOKS:

Edwards and Richey. The School in the American Social Order. **2nd edition. Geneva Illinois: Houghton Mifflin Company, 1963.**

Ehlers and Lee. Crucial Issues in Education. **3rd edition. Paper. Holt, Rinehart & Winston, 1964.**

RECOMMENDED BUT NOT REQUIRED:

Campbell, R. L., Cunningham, and R. McPhee. The Organization and Control of American Schools. **Charles E. Merrill, 1965.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

EDUCATIONAL PSYCHOLOGY

Thirty, 45-minute lessons
Three Credit Hours

In this course, the student views the child as a learner on the road to maturity.

The series focuses first on the learning process in the child as a subject for scientific investigation; second, on the tools of investigation provided by modern psychology; and third, on the qualities desirable in those to whom the teaching of the child is entrusted.

The course has a developmental emphasis throughout and is oriented in particular both to the needs of the child and to the forces which motivate him to learn and adjust.

In brief summary—"Educational Psychology" surveys the maturing child. It accomplishes this by examining forces that affect the child's learning and adjustments and by showing how the methods of psychology can be used to evaluate an educational program.

The course is oriented toward the needs of children and their development but, because the teacher's role is so important to the wholesome development of the child, attention is also given to the teacher's mental health and professional growth.

Designed for undergraduates intending to become teachers, the course presents fundamental principles from the specialized areas of psychology, a knowledge considered to underlie effectiveness in teaching. The course also provides a practical review of current research and developments in the field of educational psychology.

Parents may also find in the presentation many insights into the development, adjustments and learning processes of their children.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: APPLIED PSYCHOLOGY
1. Various Fields of Psychology and the Teacher

UNIT II: GROWTH AND DEVELOPMENT
2. The Biological and Social Bases of Behavior
3. Physical and Sensory Defects
4. Growth and Development During Childhood
5. Mental Development
6. The Adolescent Years
7. Mental Growth During Adolescence
8. Adolescent Delinquency

UNIT III: LEARNING
9. An Orientation to Learning
10. Readiness and Individual Differences in Learning
11. Motivation: The Forces which Energize and Direct Behavior
12. Dynamics of the Motivational Process
13. Interests and Attitudes
14. Teaching for Permanent and Meaningful Learning
15. The Transfer and Application of Learning
16. The Social Psychology of Learning and Teaching
17. Other Factors in Social Climate
18. Discovering and Overcoming Special Difficulties in Learning
19. Psycho-Educational Diagnosis in the Classroom

UNIT IV: ADJUSTMENT AND MENTAL HYGIENE
20. Basic Processes of Adjustment
21. Adjusting to Frustrating Conditions
22. Problems of School Discipline
23. Promoting the Personal and Social Adjustment of Pupils
24. The Drop-Outs
25. Studying the Individual Child

TV TEACHER BRYANT FEATHER is on the staff of Illinois Teachers College—Chicago (South). He took his Ph.D. from the University of Colorado and has been in the teaching and administrative fields for 16 years at public and private schools and colleges. Dr. Feather has also spent a number of years in private psychological practice and consultation. He spent several years of his post doctoral residence in Europe and has traveled extensively in South America, Mexico and the Caribbean region. Dr. Feather has also had substantial radio and television exposure in the Chicago area acting as a consulting psychologist on a number of commercial and educational television programs. He is currently Director of Motivation Management, a group of Chicago psychological consultants; a lecturer in the Central YMCA Adult Education Program and Director of the Family Living Institute.

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UNIT V: MEASUREMENT AND EVALUATION
26. Diagnostic Tools
27. Interpreting and Using Test Results
28. Marking, Reporting, and Pupil Placement

UNIT VI: PSYCHOLOGY OF THE TEACHER
29. Appraising the Work of the School
30. Professional Growth, Personal and Emotional Adjustment of the Teacher

TEXTBOOKS:
Blair, Jones and Simpson. Educational Psychology. **Macmillan, 1962.**
Noll and Noll. Readings in Educational Psychology. **Macmillan, 1962.**

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PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

OVERVIEW OF HUMAN RELATIONS PROBLEMS

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

This course is designed to describe some of the progress made in the sensitive area of human relations. Special emphasis is placed on the current educational scene.

Such questions as the following are raised: What discoveries has the social scientist made in this field? What are the myths that deceive and the ideals that inspire the realities that prevail? Who are the troublemakers and what can be done about them? What is on the agenda for our democratic society in the years immediately ahead?

Prospective and in-service teachers, social workers, nurses and others who must deal with people in an urban society should find this course of value.

One of the major objectives of the course is to develop a clear set of goals for interpersonal behavior consistent with democratic ideals and processes. An analysis is made of the central concept of democracy, showing its strength and its misuse.

The course also introduces and studies the many different ethnic groups found in this country along with the cultural heritage and traditions of each. Some of the problems the newcomers have faced and some of the major ways which they have created to help solve these problems are also outlined.

The telecourse also attempts to develop a broad understanding of human relations issues around the world and to develop skills in finding, using and evaluating information in the human relations area.

Various concepts in the human relations field are also explored: e.g. social values, integration, ethnocentrism, population trends, James Crow, Esq., survival values, transference relationship, race and prejudice. Also developed in the course are skills helpful in observing and handling human relations problems as they arise in school and other group situations.

TV TEACHERS OSCAR E. SHABAT (left) and MORRIS L. HAIMOWITZ—Professor Shabat is executive director of Chicago City College and has 32 years of teaching experience. He holds an M.A. from the University of Chicago and served as director of the Human Relations Bureau of the Chicago Public Schools from 1960 to 1962. From 1951 to 1961, Prof. Shabat was director of the Police Training Program at Chicago City Junior College. Text publications on which he has collaborated include: Weinberg and Shabat, *Society and Man*, 1956, 1965 (Revised) Prentice-Hall . . . and Atteberry, et al. (associate author), *Introduction to the Study of Social Science*, Macmillan Co., 1939, 1947 (Rev. Ed.). Dr. Haimowitz is director, Bureau of Human Relations, Chicago Public Schools. He took his Ph.D. from the University of Chicago and has been teaching for 17 years. His book publications include: *Human Development* (co-authored with Natalie Reade Haimowitz), Thomas Y. Crowell, 1960 (Rev. 1966) . . . and a chapter appearing in *School Dropouts*, by Daniel Schreiber, National Education Association, 1964. Dr. Haimowitz is also the author of 15 TV study guides for courses in child psychology, human relations, sociology and education. He has also written a chapter for the book entitled *In-Service Training for Teachers of the Gifted*, to be published in 1967 by the Superintendent of Public Instruction, State of Illinois. Dr. Haimowitz has lectured extensively throughout the United States and has practical experience in group psychotherapy and marriage and family counseling.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: BACKGROUNDS

1. Human Relations Today: Overview of Course.
2. Major Demographic Trends.
   Guest: Prof. Phillip Hauser.
3. The Public Schools in a Changing World
   Guest: Asst. Supt. David Heffernan.

UNIT II: THE AMERICAN DREAM; MYTH OR REALITY?

4. The American Dream: Progress in Making It a Reality.
   Guest: Mr. John B. McKnight.
5. Prejudice As a Sense of Group Position.
   Guest: Prof. Herbert Blumer.
6. Prejudice As a Sense of Personal Deprivation.
7. Public Opinion and the Power Structure.
8. Prejudice, Incorporated.
   Guest: Dr. Paul Welty.
9. The Acting Crowd.
   Guest: Prof. Joseph D. Lohman.

UNIT III: UNDERSTANDING AND WORKING WITH NEWCOMERS

10. The Southern In-Migrant.
    Guest: Prof. Perley Ayer.
11. The European Immigrant.
    Guests: Prof. Judah Rosenthal and Mr. George Walter.
12. Spanish Speaking Immigrants.
    Guest: Prof. Clarence Seniour.
13. The American Negroes.
    Guest. Prof. John Hope Franklin.
14. The American Indian.
    Guest: Prof. Sol Tax.

UNIT IV: HUMAN RELATIONS AND EDUCATION

15. Society and Education.
16. Democracy in the Classroom.
    Guests: Doolittle School Faculty.
17. Technological Change and Social Change.
    Guest: Dr. Robert Montgomery.
18. Working with Children.
    Guest: Mabel Hemington.
19. Working with Youth.
    Guest: Prof. Kirsten Weinberg.
20. Parents, Teachers and Principals.
    Guest: Dean Harry N. Rivlin.
21. Education for the Culturally Deprived.
    Guest: Dr. Daniel Schreiber.
22. The Great Cities Research Project.

UNIT V: PROGRESS IN HUMAN RELATIONS

23. In Law. Guest: Prof. David Fellman.
24. In Business and Industry.
    Guest: Mr. Virgil Martin.
25. In Housing.
26. In Interpersonal Relationships.
27. In International Relations.
    Guest: Mr. Maurice F. X. Donohue.
28. Trends in Human Relations Research.

UNIT VI: SUMMARY OF COURSE

29 and 30. Summary of Course.

TEXTBOOKS:

Gordon W. Allport. The Nature of Prejudice. **Doubleday Anchor, 1958.**

John Collier. Indians of the Americas. **Mentor, 1947**

M. L. Haimowitz and N. L. Haimowitz. Human Development. **Thomas Y. Crowell, 1963.**

Oscar Handlin. The Uprooted. **Grosset and Dunlap, 1957.**

Harvey Wish, ed., The Negro Since Emancipation. **Prentice-Hall Spectrum, 1964.**

L. S. B. Leakey. Adam's Ancestors. **Harper Torchbook, 1960.**

John Slawson, The Role of Science in Intergroup Relations. **American Jewish Committee, 1964.**

Eric Berne. Games People Play. **Grove Press. 1964.**

William Glasser, Reality Therapy. **Harper Rod, 1965.**

Quad tapes or kines of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

MEASUREMENT AND EVALUATION

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

TV TEACHER MAX D. ENGELHART retired in September 1966 as director of institutional research at Chicago City College and is now teaching at Duke University, Durham, N. C. He holds a Ph.D. degree from the University of Illinois and has had 37 years of experience in the teaching, educational testing and education research fields. Dr. Engelhart has been published in such journals as "Educational and Psychological Measurement," "Psychometrika," "Journal of Experimental Education," and "Journal of Educational Measurement." His texts include: *Scientific Study of Educational Problems* (with W. S. Monroe) and *Problems and Techniques of Educational Research* (to be published by Harcourt, Brace and World). Dr. Engelhart notes that the course described on this page will be useful to those concerned with educational testing or education research . . . and that counselors should profit from it.

The aim of this course in "Measurement and Evaluation" is two-fold.

First, it will treat the construction and uses of various kinds of tests; and second, it will describe ways of organizing and interpreting test score data for instructional purposes.

Instruction is given relating to both teacher-made and standardized achievement tests. The course also deals with tests of general scholastic aptitude (intelligence), tests of special aptitudes, and instruments useful in assessing interests, attitudes and personality traits.

Included is a discussion of specific methods useful in the organization and interpretation of test score data for the purpose of improving instruction, guidance and placement. Such discussion is confined largely to describing the functions of statistical methods.

The student is expected to memorize only a few basic formulas and computational procedures, though instruction is by no means restricted to these formulas and procedures.

Instructional objectives of the course are outlined in the study guide which accompanies the course. They are listed under the general headings of: "Knowledge," "Intellectual Skills," and "Ideals, Attitudes and Interest."

The first category implies the imparting, assimilation and recall of facts and the utilization of factual exercises. The second category of objectives implies instruction designed to develop in students the skills and abilities needed in applying knowledge or in using critical thinking in solution of novel problems. The third category refers to those outcomes of instruction most often acquired by example rather than by precept.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION

1. **General Characteristics and History of Educational Measurement**
2. **A Little Statistics**

UNIT II: BASIC PRINCIPLES OF TESTING

3. **Characteristics of Good Tests—Reliability**
4. **Characteristics of Good Tests—Validity**
5. **Other Characteristics of Good Tests**

UNIT III: CONSTRUCTING, USING, AND EVALUATING TEACHER-MADE TESTS

6. **Instructional Objectives**
7. **Short-Answer and Essay Exercises**
8. **Evaluation of English Composition or Communication Skills**
9. **Objective Evaluation of Communication Skills**
10. **Basic Rules for Writing Objective Exercises**
11. **Objective Exercise Writing in Literature and the Social Studies**
12. **Objective Exercise Writing in the Natural Sciences and Mathematics**
13. **Giving, Scoring, and Analyzing Teacher-Made Tests**
14. **Review**

UNIT IV: SELECTING AND USING STANDARDIZED MEASURING INSTRUCTIONS

15. **Use of Standardized Achievement Tests in the Elementary Grades**
16. **Use of Standardized Achievement Tests on the High School Level**
17. **Measurement of General Scholastic Aptitude**
18. **Measurement of Special Aptitudes and Abilities**
19. **Measurement of Personality and Adjustment**
20. **Measurement of Personality and Adjustment**
21. **The Measurement Program**
22. **Review**

UNIT V: INTERPRETING TEST DATA IN IMPROVING INSTRUCTION AND GUIDANCE

23. **Organization and Interpretation of Test Data**
24. **Organization and Interpretation of Test Data**
25. **Organization and Interpretation of Test Data**
26. **Use of Test Data in the Improvement of Instruction**
27. **Use of Test Data in Guidance and Counseling**
28. **Use of Test Data in Experimental Evaluation of Materials or Methods of Instruction**
29. **Use of Test Data in Experimental Evaluation of Methods or Materials of Instruction**
30. **Review**

TEXTBOOKS:

Graduates and Undergraduates:

Noll, Victor H. Introduction to Educational Measurement. **Houghton Mifflin, 1957.**

Graduates:

Cronbach, Lee J. Essentials of Psychological Testing, **2nd ed. Harper and Brothers, 1960.**

Quad tapes or kines of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

PHILOSOPHY OF EDUCATION

Thirty, 45-minute lessons
Three Credit Hours

This telecourse focuses on the problems of education viewed in the contexts of human experience—political, social, economic and ethical.

Also examined are various philosophical views on the relationship of education to political institutions, social processes, material conditions and ideal values.

Although primarily designed for future teachers, the course should be of interest to all students concerned with the problems of philosophy.

The teaching approach to this telecourse is four-fold: philosophic, humanistic, pluralistic and educational.

It is neither a survey course nor an exercise in statistics . . . but rather a confrontation of varying philosophical points of view on the problems selected. The stimulation of the student-audience to employ critical thinking is heavily employed in the lessons.

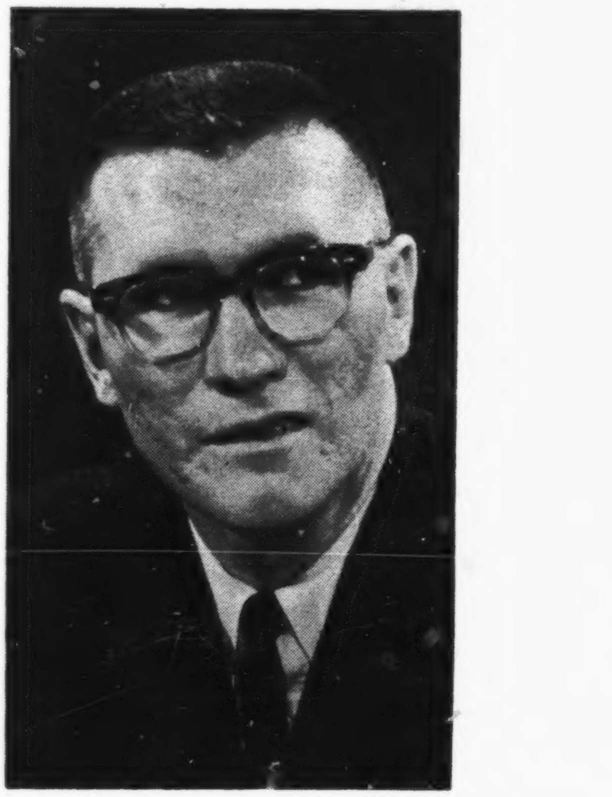
In the humanistic approach, the student is exposed to some of the best statements ever made on the subjects or problems studied. This comes in the form of required reading, a partial list of which appears in the Textbooks section of this page.

And, presuming that the problems of education are manifold, the pluralistic, as opposed to the dogmatic approach, is employed in the teaching of the course. The student is encouraged to think creatively and independently rather than merely presenting pat answers or dogmatic solutions.

By properly reacting to the above methods the student can realize the major goal of this collective approach to learning—that of attaining this knowledge through an entirely educational approach.

In addition to completion of three examinations, the student will be required to write a research paper on a carefully selected educational problem.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.



TV TEACHER WILLIAM L. STEVENS has been a classroom and television teacher for the past 11 years. He took his Master of Arts degree from the University of Chicago and is currently an assistant professor at the Chicago City College Wright Campus. His academic field is philosophy—specifically, political philosophy. His Ph.D. dissertation, entitled: "Labor, Freedom and Property in the Philosophies of John Locke and Karl Marx," is currently in preparation for the University of Chicago. Mr. Stevens has been published in a number of professional journals and is the author of study guides for the three Chicago TV College courses he teaches—including the two noted in this Great Plains catalog. Prior to his association with Chicago City College, Mr. Stevens taught philosophy at Illinois Institute of Technology and at the Downtown Center of the University of Chicago. During his U.S. Army days, Mr. Stevens was involved in information dissemination and discussion leader work with Army troops and German civilians. He, along with other Chicago area teachers, is currently conducting educational rehabilitation projects at Illinois State Prisons.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: EDUCATION: THE INTELLECTUAL AND MORAL POWERS OF MAN

1. Introductory. History of American Education: 17th, 18th and 19th Centuries
2. Introductory. History of American Education: 20th Century
3. Education as Intellectual Reminiscence, I
4. Education as Intellectual Reminiscence, II
5. Education as Intellectual Reminiscence, III
6. Education as Moral Breeding, I
7. Education as Moral Breeding, II
8. Education as Care, Discipline and Training, I
9. Education as Care, Training and Discipline, II
10. Air Conference

UNIT II: EDUCATION: THE ETHICAL AND RELIGIOUS VALUES OF MAN

11. Education, Knowledge and Theology
12. Liberal Education as an End
13. Liberal Education and Religion
14. Education and Religion as Illusion, I
15. Education and Religion as Illusion, II
16. The Goals of Education, I
17. The Goals of Education, II
18. The Goals of Education, III
19. Air Conference

UNIT III: EDUCATION: THE SOCIAL AND POLITICAL INSTITUTIONS OF MAN

20. Education and Political Democracy, I
21. Education and Political Democracy, II
22. Education and Social Democracy, I: Education as Social Need and Function
23. Education and Social Democracy, II: The Democratic Criterion in Education
24. Education and Social Democracy, III: Applications of the Democratic Criterion to Actual Life
25. Education and Social Democracy, IV: The Philosophy of Education
26. Education and Communism, I
27. Education and Communism, II
28. Education and Political Ideals, I
29. Education and Political Ideals, II
30. Conclusion: Education, Politics and Communication

TEXTBOOKS:

Counts, George. Krushchev and the Central Committee Speak on Education. **University of Pittsburgh Press, 1961.**

Dewey, John. Democracy and Education. **MacMillan Paperback, 1961.**

Freud, Sigmund. Future of an Illusion. **Doubleday Anchor Books, 1957.**

Griswold, Dwight. Liberal Education and the Democratic Ideal. **Yale University Press, 1959.**

Jefferson, Thomas. Crusade Against Ignorance. **Classics in Education, 1960. No. 6. Columbia Teachers College. Columbia University Press.**

Kant, Immanuel. Education. **Ann Arbor Paperbacks. University of Michigan Press, 1960.**

Newman, John Henry. The Scope and Nature of University Education. **Everyman Paperback. E. P. Dutton & Company, 1958.**

Plato. Meno. **(Trans.** Benj. **Jowett) Library of Liberal Arts. Liberal Arts Press.**

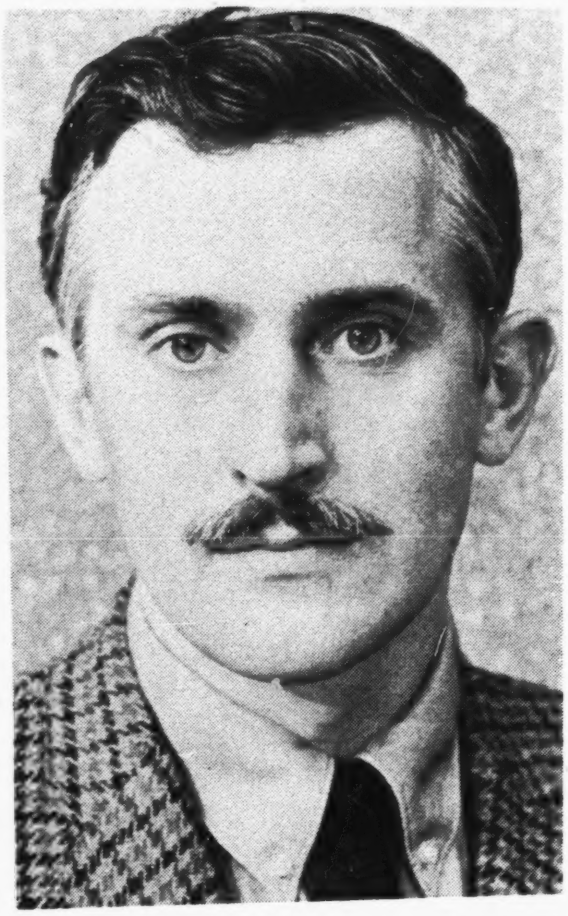
Whitehead. Alfred North. The Aims of Education. **Mentor Books, 1961.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

INTRODUCTION TO THE VISUAL ARTS

(Creative Art)

Thirty, 30-minute lessons
Three Credit Hours



TV TEACHER MICHAEL S. PARFENOFF, associate professor of art at Chicago City College, holds a Master of Fine Arts degree from the Art Institute of Chicago and has 14 years of teaching experience in his field. Professor Parfenoff wrote and produced the outstanding study guide which accompanies this course. He has also written a number of articles for the Illinois State Committee on Art. Professor Parfenoff has conducted workshops in the Chicago area and has lectured at length in his field. He has had his work exhibited at the Chicago Printmakers Invitational, the Chicago Print and Drawing Exhibition, the Art Institute of Chicago, the Young Chicago Painters (Holland Gallery), the Old Town Gallery Invitational Exhibition and the Philadelphia Print Club Exhibition. He is founder and director of the Blackhawk Summer School of Art in Blackhawk, Colo

"Introduction to the Visual Arts" is a basic course designed to develop and extend the creative potential of the student through instruction in the use of the materials and media of the artist.

The course deals with concepts and materials as they relate to the structure of visual expression. Emphasis is placed on understanding basic concepts of visual order and acquiring the skills necessary to express them as art forms.

The course is divided into 10 units. The first unit deals with the general areas of creative expression. The second unit relates the grammatical elements of visual structure and the means or tools for its expression. The units following deal with the agents (mediums) which convey artistic expression to the observer. Included in each unit of the study guide are problems, vocabulary and suggested readings.

The extremely attractive study guide is packed with a wealth of instructive material and is beautifully and profusely illustrated.

Evaluation of student work is based on knowledge, sensitivity and skill of the student's own individual use of the materials and elements which constitute the visual experiences. This evaluation has to be, to a large extent, self-directed. It is necessary however for the student to accept general criticism made during the telecast and apply this to his problem.

The success of the student in this course is based on the personal growth of the individual. There is no test or means of measurement yet devised that assures the student of having gained an understanding and sensitivity to the arts.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION TO CREATIVE EXPRESSION

1. **Creative Art**
2. **Media of Artistic Expression**

UNIT II: VISUAL STRUCTURE

3. **Elements and Principles of Visual Structure**
4. **Means of Expression**
5. **Line as a Means of Expression**
6. **Shape as a Means of Expression**
7. **Texture as a Means of Expression**
8. **Color as a Means of Expression**

UNIT III: DRAWING AND PAINTING

9. **Introduction to Drawing and Painting**
10. **Composition: Still Life**
11. **Depth and Illusion**
12. **Human Figure**
13. **Painting: Methods and Materials**

UNIT IV: THE GRAPHIC ARTS

14. **Introduction to the Graphic Arts**
15. **Relief Prints: Wood Block, Linoleum Block and Lithography**
16. **Intaglio Prints: Etching, Aquatint, Drypoint and Engraving**
17. **Serigraphy**

UNIT V: CREATIVE PHOTOGRAPHY

18. **Photography as a Creative Medium**

UNIT VI: SCULPTURE

19. **The Third Dimension**
20. **Additive Method**
21. **Subtractive Method**
22. **Constructed and Natural**

UNIT VII: ARCHITECTURE

23. **Introduction to Architecture**
24. **The Architecture of Our World**

UNIT VIII: CERAMICS

25. **Introduction to Ceramics**
26. **Hand Methods of Building with Clay**
27. **The Potter's Wheel and Ceramic Decoration**

UNIT IX: STAGE CRAFT

28. **Introduction to Stage Craft**
29. **Scenery Construction**

UNIT X: SUMMARY

30. **Summary of Course**

TEXTBOOK: Study Guide

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FUNDAMENTALS OF MUSIC

Thirty, 45-minute lessons
Three Credit Hours

"Fundamentals of Music" deals primarily with materials with which music is made and with some of the basic means by which musical materials are organized into intelligible forms.

It is a first course for teachers, musicians, and those who would like music to be more meaningful and enjoyable. The course requires no previous music training.

Aim of this series is to present a plan that will enable students to learn the fundamentals of music theory. The course is designed to provide the layman with solid information that will increase his understanding and knowledge of how music is constructed. He thus will be prepared to pursue the more advanced subjects of theory, such as harmony, counterpoint and orchestration, should he choose to do so.

In this introductory course, basic terminologies and the many problems of notation will be dealt with. Also, material for developing the fundamental skills of performance (ear-training, sight-singing, etc.) will be supplied through the study of scales, keys and melody.

Some principles of abstract acoustical theory, an introduction to the instruments of the orchestra and musical form will round out the course. Though emotions play a great part in the study and enjoyment of music, the approach through this course is strictly at the rational level.

Stated objectives of the course are:

—To develop an ability to apply an understanding of those elements that are common to all music to one's role as a listener;

—To develop an understanding, in the performer, of the interplay of musical ideas, methods and principles;

—To develop an appreciation of the function of the creator (composer) and the problems confronting the performer; and

—To develop an understanding of the way music has been differentiated from and related to various arts.

TV TEACHER OTTO T. JELINEK is vice chairman of the music department at Chicago City College. Because he is a professional musician with 35 years of experience in all phases of music—symphony, opera, oratorio, chamber music, solo work and musical shows—Professor Jelinek brings a wide and varied background in the field to his classes. A teacher for the past 33 years, Prof. Jelinek holds an M.F.A. degree from the Chicago Academy of Music and M.Mus. from Northwestern University. He has been published in musical journals and has authored study guides used in conjunction with his TV College courses. His performed musical works include: "Suite for Chamber Orchestra" (1941), "Sonata for Violin and Piano" (1942) and "String Quartet D Major" (1944). Prof. Jelinek was director of the Iowa All-State music groups from 1939 to 1945; a member of the Cleveland Symphony Workshop, under the direct supervision of George Szell (Prof. Jelinek was one of 15 musicians chosen for this honor by nationwide examination); and director of the Waterloo (Iowa) Symphony Orchestra from 1945 to 1955. He is currently director of the Children's Civic Orchestra Association in Chicago.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ABOUT TONE AND PITCHES

1. Introduction and description of the course. Tone and its properties
2. Notation of Music—The Staffs and Cleffs
3. Specific Pitch Names

UNIT II: ORGANIZATION OF NOTE VALUES, DURATION AND RHYTHM

4. Elements of Notes and Rests
5. Simple Meter—The Dot
6. Compound Meter

UNIT III: FORMATION OF SCALES

7. Major Scales—The Order of Sharps
8. Key Signatures in Sharps
9. Minor Scales—The Order of Flats
10. Forms of Minor Scales
11. Chromatic Scale—Ascending and Descending—Enharmonism

UNIT IV: INTERVALS

12. The Size of Intervals
13. Perfect and Major Intervals
14. Minor, Augmented and Diminished Intervals
15. Inversion of Intervals

UNIT V: PRODUCTION OF SOUND—MUSICAL ACOUSTICS

16. Wind Instruments—Transposition
17. Percussion Instruments
18. String Instruments
19. Film "Young Person's Guide to the Orchestra"
20. Vocal Music—Guests

UNIT VI: THE STRUCTURE OF TRIADS

21. Defining and Constructing Major and Minor Triads
22. Defining and Constructing Diminished and Augmented Triads
23. Inversion of Triads
24. Inversion of Triads continued

UNIT VII: MUSICAL ORGANIZATION

25. Transposition
26. Ornaments
27. Terminology
28. Musical Form
29. Musical Form
30. Review of the Course

TEXTBOOK AND OTHER MATERIAL:

Introduction to Music by Hugh M. Miller (Barnes and Noble)
Backgrounds in Music Theory by Maurice C. Whitney (G. Schirmer, N. Y.)
Cardboard Piano Keyboard
Music Writing Paper (ruled staff paper)
Pocket Manual of Musical Terms, Theo. Baker

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

YOU CAN DRAW IT

Nine, 30-minute lessons
Non-Credit, Also In-Service

This in-service or college level course assists teachers in developing proficient techniques in making effective illustrations. The skills, when mastered, would be equally applicable for the chalkboard, poster board, bulletin board, or in the preparation of overhead transparencies.

The lessons in no way constitute an actual course in art. The course is rather a specialized series designed only to assist the classroom teacher in developing skills which would aid them in effectively communicating with their students through drawings and illustrations. A few basic principles are developed to show how the application of one or more of these principles can serve to clarify or communicate an idea.

Lesson titles of the series and a brief topic summary:

1. **BETTER THAN DRAWING**
   An expression of the idea that drawing is more valuable when used as a means than as an end in itself. The development and use of drawing as an actual visual language.
2. **THE WONDER TOOLS OF EVERY ARTIST**
   An explanation of seven basic drawing elements—surface, size, surface lines, overlapping, shading, density and foreshortening.
3. **PUTTING THE ELEMENTS OF DRAWING TO WORK**
   How a seemingly flat object can be changed to a three-dimensional one by applying the basic elements of drawing.
4. **A NEW LOOK AT PERSPECTIVE**
   The meaning of perspective as it pertains to the optical illusion. The elements of alignment and direction are introduced and explained.
5. **LOGIC IN SHADING**
   Shading is shown to be not only important in design toning but also can help a great deal in controlling the shape of the drawn object.
6. **ART IN DRAWING**
   The importance of design and decoration in the field of drawing. How art can be used to make things more attractive.
7. **THE ROLE OF ANATOMY, STRUCTURE AND PROPORTION IN DRAWING**
   The idea that instead of using anatomy to teach drawing . . . drawing should be used to teach anatomy.
8. **THE REWARDS OF RESEARCH AND PRACTICE IN DRAWING**
   This program answers the question:" Where do we go from here?" The new artist is given tips on the collection of visual information. The importance of practice is stressed.
9. **SUMMARY**

TV Teacher:
Bruce McIntyre

Teacher Bruce McIntyre was associated with the animation department of Walt Disney Studios for 12 years. He graduated from Occidental College in Los Angeles with a major in education. Mr. McIntyre has been teacihng drawing in Carlsbad, Calif., since 1954 and is the author of "Drawing Textbook," now in its 12th printing. He spends each summer teaching and giving drawing demonstrations in Oklahoma and Kansas.

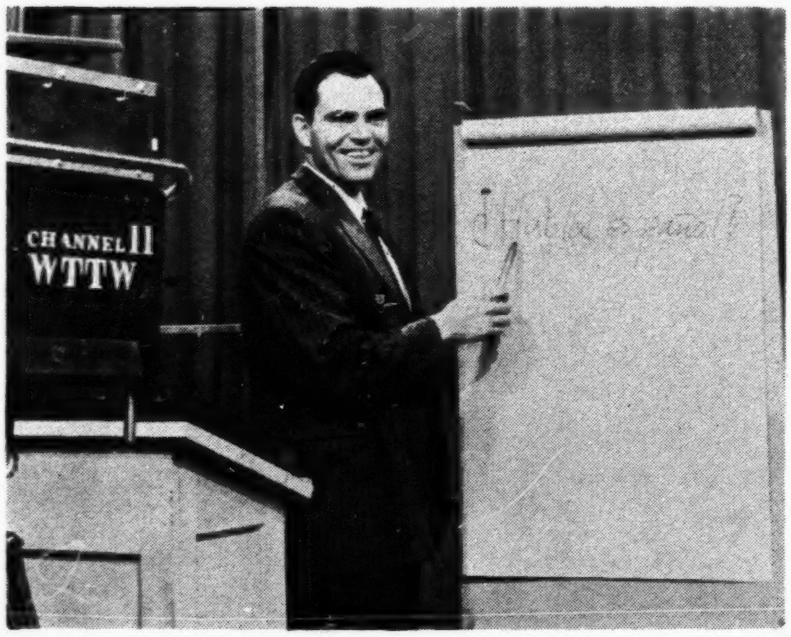
A viewer's guide accompanying the course offers suggestions for practice and contains an outline of the televised material.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying viewer's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY THE UNIVERSITY OF COLORADO

SPANISH

Thirty, 45-minute lessons
Four Credit Hours



TV TEACHER ALBERT DONNELL is an associate professor of Spanish and French on the Chicago City College's Wright Campus. He holds a Ph.D. degree from the National University of Mexico. Dr. Donnell spent two years teaching English to Mexicans at the Mexican-American Institute in Mexico City . . . and has 15 years experience in the teaching of Spanish at junior colleges. Dr. Donnell lived in Mexico for seven years. He is the author of *Vamos a Conversar*: National Textbook Corp., and *Speak Spanish*, a conversational guide for television.

This basic course in Spanish assumes the telestudent has no previous knowledge of the language.

The audio-lingual approach is employed to develop in the student an ability to understand, speak, read and write Spanish within a limited vocabulary. The required textbook (see below) uses the most up-to-date methods in language teaching, including pattern drills to fix the grammar of the language with the least effort . . . phonograph records of the dialogs . . . and filmstrips and movie films of the dialogs. The records, tapes and films all feature native speakers of various standard dialects.

Stated objectives of the course are: to develop an understanding of the structure of Spanish in written and oral communication . . . to develop an understanding of spoken Spanish within a limited vocabulary . . . to develop an ability to speak Spanish within a limited vocabulary and syntax . . . to acquire a good pronunciation of the spoken language . . . and to develop reading and writing ability in the language.

Dialogs and pattern drills are used to build the student's knowledge of language structure. And, in addition to these, the study guide accompanying the course contains some programmed material. Programmed learning is based on breaking knowledge up into its smallest component bits and learning these bits one by one instead of all at once.

* * *

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: CECILIA'S FAMILY
1. Introduction to Course
2. Pronunciation
3. Begin Dialogue 2
4. Present Tense of -ar Verbs
5. Numbers
6. The Gender of Nouns

UNIT II: A TELEPHONE CONVERSATION
7. Begin Dialogue 3
8. Intonation
9. Ser vs. estar
10. Word Drill
11. Review Dialogue 3

UNIT III: THE SAINT'S DAY
12. Dialogue 4
13. Present Tense of -er -ir Verbs
14. Object Pronouns
15. Possessive Adjectives
16. Review for Midterm Exam
17. Review for Midterm Exam

UNIT IV: PROBLEMS OF A HOUSEWIFE
18. Begin Dialogue 5
19. Present Tense of Irregular Verbs
20. Familiar Commands
21. Formal Commands
22. Object Pronouns with Commands
23. Review Dialogue 5

UNIT V: TRAFFIC ROW
24. Begin Dialogue 6
25. Past Tense of Regular Verbs
26. Practice on Past Tense
27. Vocabulary Drill
28. Review Dialogue 6
29. Review
30. Review for Final Exam

TEXTBOOK AND OTHER MATERIAL:
Modern Language Association, Modern Spanish: Harcourt, Brace & World.

OPTIONAL:
Boxed set of 4 12" records of the dialogues of the text.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

THE FAR EAST IN THE MODERN WORLD

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

Vietnam, Korea, China, Japan—events in these far away places have profoundly affected the lives of Americans. Can there be any doubt that actions stemming from the special traditions, desires and needs of man in distant countries influence the lives and shape the future of men in our part of the world?

This telecourse offers a basis for understanding the forces which have made Asians what they are today.

Covering that part of the world which stretches from Pakistan on the west to Japan on the east, the course sketches the physical landscape in which Asians live and work; discusses Asian ideals, ideologies and religions; and explores the central aspects of Asian social life (caste, clan, family organization), economic development, creativity (literature and art) and politics (nationalism, communism, democracy).

The course thus provides a firm foundation on which the student may build an increasing understanding of Asia as its almost two billion people continue to affect the American way of living.

Stated objectives of this course are: to develop an understanding of the general forces which have made the Asians what they are today; to see Asians as groups of people in transition; to become acquainted with reliable sources of information about Asian matters; to develop the desire to continue a study of the Asians and their problems; and to develop the realization that the people of Asia, like ourselves, are in search of a better life—but in terms of the values prized in their own culture.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE ASIANS: AN OVERALL VIEW
1. **Our Common Humanity**
2. **The Physical Setting of the Asians**
3. **The Asian Village**
4. **The Quest for Food—Health—Education**

UNIT II: THE SOUTH ASIANS
5. **Early South Asians and the Development of Hinduism**
6. **The Birth and Spread of Buddhism**
7. **The Creativity of the South Asian**
8. **The Political Development of the Modern Indian**
9. **The Social Life of the Indians**
10. **The Economic Life of the Indians**
11. **Islam and Pakistan**

UNIT III: THE EAST ASIANS
12. **The Early Chinese Develop Their Philosophies**
13. **Confucianism: The Ideological Foundation of Chinese Dynasties**
14. **The Creativity of the Chinese**
15. **The Social Life of the Chinese**
16. **The Political Life of the Chinese in the Twentieth Century**
17. **Communist Leaders Radically Alter Chinese Life**
18. **The Koreans Live in a Divided Country**
19. **The Early Japanese and the Influence of the Chinese**
20. **The Japanese Became Feudalistic**
21. **The Creativity of the Japanese**
22. **The Society of the Japanese**
23. **The Modern Economic and Political Life of the Japanese**

UNIT IV: THE SOUTHEAST ASIANS
24. **The Burmese — Thais — Cambodians — Laotians**
25. **The Filipinos—Indonesians—Malaysians**
26. **The Social and Economic Problems of the Southeast Asians**
27. **The Political Problems of the Southeast Asians**
28. **The Erosion of Vietnam: A Case Study**

29 and 30. The Destiny of the Asians

TV TEACHER PAUL S. WELTY brings a wealth of experience to this highly specialized field of Asian studies. Currently Director of Asian Studies at Northeastern Illinois State College, Professor Welty holds a Ph.D. from the University of Chicago and has had 16 years teaching experience. Prior to the Communist regime in China, he administered aid programs in China as a United Nations Relief and Rehabilitation Specialist. Conversant in several Chinese dialects, Dr. Welty has traveled extensively throughout Asia and the Middle East. His book publications include: *The Asians: Their Heritage and Their Destiny*. Rev. Ed. 1966 (J. B. Lippincott Co.) and *Man's Cultural Heritage: A World History*. (Lippincott) 1965. Dr. Welty is an editorial board member of *World Affairs* magazine and has planned and conducted many seminars and conferences on various topics in a variety of Asian countries. Dr. Welty says this in regard to his course: "I am quite concerned with bringing a basic knowledge of the Asian to the American students. I look upon the Asians as people who basically have much in common with people everywhere and I approach my lectures and books on Asia from the point of view of a common humanity. . . . In my presentation . . . I am (speaking) about people, people who are seeking in their own special way for that better life we all desire here and hereafter. I would not want my words on their dissimilar approaches to truth and happiness to obstruct the perception of their questing humanity."

TEXTBOOKS:

Welty, Paul. The Asians: Their Heritage and Their Destiny. **Rev. Ed. Lippincott, 1965.**

Lamb, Beatrice Pitney. India: A World In Transition. **Praeger, 1963.**

Ch'u Chai and Winberg Chai. The Changing Society of China. **Mentor, 1962.**

Storry, Richard. A History of Modern Japan. **Penguin Books, Inc., Baltimore, Md. Rev. 1963**

Buss, Claude A. Southeast Asia and the World Today. **Van Nostrand, 1958. (Anvil)**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

HISTORY OF AMERICAN CIVILIZATION
by Its Interpreters
Ninety-four, 30-minute lessons

The full impact of this sterling series will probably not strike for a number of years. Its value can perhaps be best ascertained by dreaming some impossible dreams. To wit: Herodotus and Thucydites personally teaching courses in ancient Greek history . . . Edward Gibbon expounding on Roman history . . . Frances Parkman offering his interpretations on various aspects of the American experience . . . Charles Beard discussing the Constitution of the United States.

This extremely valuable series of lectures on American History, produced by the University of Texas, now has made dreams of this type come true.

Forty distinguished American historians critically examine the period or topic of American civilization in which he considers he has contributed the most to historical thinking. Here, then, in this history-making instructional television series, is not the third person interpreting the thoughts of the historian but the historian himself in a personal exposition.

A LISTING OF THE LECTURERS AND THEIR GENERAL TOPICS:

LEONARD ARRINGTON on The Mormons; SAMUEL FLAGG BEMIS on American Foreign Policy; RAY A. BILLINGTON on The Frontier in Early American History; CARL BRIDENBAUGH on The First Half of American History; JULIAN BOYD on Thomas Jefferson; RALPH BUNCHE on 20th Century Collective Security; LYMAN BUTTERFIELD on The Adams Family in American History, Thought and Literature; THOMAS D. CLARK on The Early American Frontier; HENRY STEELE COMMAGER on The Discovery of America—The American View; DANIEL COSIO VILLEGAS on Latin American Viewpoint; THOMAS C. COCHRAN on Twentieth Century Business; AVERY CRAVEN on The Coming of the Civil War; MERLE CURTI on The Intellectual Scene;

JOE B. FRANTZ, Introduction to Series; JOHN HOPE FRANKLIN on The Negro in American History; RALPH GABRIEL on The Intellectual and the Spirit; PAUL GATES on Public Land Problems in American History; ERIC GOLDMAN on American Reform, Crucial Decade; CONSTANCE McLAUGHLIN GREEN on The Rise of the City; SENATOR ERNEST GRUENING on The Formation of New States; BRAY HAMMOND on The Two United States' Banks; OSCAR HANDLIN on Immigration in American History; RICHARD HOFSTADTER on The Age of Reform; WILLIAM R. HOGAN on American Social History: An Unmastered Challenge; MERRILL JENSEN on The Nature of the American Revolution; EDWARD C. KIRKLAND on Business in the Late 19th Century, 1865-1900; ARTHUR S. LINK on Woodrow Wilson; SAMUEL ELIOT MORISON on Christopher Columbus;

RICHARD B. MORRIS on New Explorations Into the Early American Past; ALLAN NEVINS on Democracy Under Pressure; RODMAN PAUL on Mining Frontiers of the Far West; DEXTER PERKINS on American Foreign Policy; GEORGE W. PIERSON on The Making of An American; DAVID POTTER on The Making of an American: Other Views; ARTHUR SCHLESINGER JR. on The New Deal; BOYD C. SHAFER on Historical Writing and Research; ARNOLD J. TOYNBEE on The Study of History; WALTER PRESCOTT WEBB on Two Webb Hypotheses; BELL WILEY on The Civil War Soldier; C. VANN WOODWARD on The Southern Historian and His Subject; and BENJAMIN F. WRIGHT on The Supreme Court in American History.

The potential user of these lessons would be under no obligation to use the entire 94 lessons. The only restriction is that all lessons from a single lecturer be used. The number of lectures from each teacher range from one to four half-hour lessons—the bulk of them two or three lectures. Please contact Great Plains Library for more detailed lecture information.

The interested user should further understand that, due to the economics which would be involved, it is verily impossible for Great Plains to provide preview material on each of the forty different lecturers. The Library has necessarily chosen at random a number of the programs to be made available for the no-charge previewing service. Please inquire as to these availabilities.

Quad tapes or a kine of typical lessons from the course are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY THE UNIVERSITY OF TEXAS AT KLRN-TV

HISTORY OF THE AMERICAN PEOPLE FROM 1865

Thirty, 45-minute lessons
Three Credit Hours

This course surveys and interprets the main political, economic and social trends from 1865 to the present day. While the primary emphasis is institutional, personalities are not neglected—particularly if their historical importance warrants special analysis.

As an enrichment bonus, experts on specific topics like immigration and foreign affairs participate with the instructor from time to time in panel discussions.

Students taking this telecourse—in order to develop an understanding of the political, economic and social trends in the United States during the past century—are required to read widely in relevant primary and secondary source materials.

Developed in the student is the ability to analyze divergent interpretations of historical events in United States history. The student, through his reading experiences, analyzes the arguments of principal historical figures and assesses these divergent interpretations of historical events.

These experiences should develop desirable thinking skills and habits which will hopefully remain permanent acquisitions. Each student will report on a specialized historical work in which he will be required to make a critical interpretation and analysis.

And finally—and most hopefully—the student, through his reading and observations, will develop an appreciation of historical scholarship and style.

TV TEACHER FRANCIS A. GAUL, professor of history at Chicago City College, took his Master of Arts degree from the University of Chicago and has been engaged in teaching for 20 years. Professor Gaul has authored a number of TV study guides for Chicago City College courses, including the one which accompanies this telecourse. He has traveled extensively throughout the United States, Canada and Mexico and has visited South America, Africa, Southern Europe and the islands of the Caribbean. Professor Gaul has been quite active over the years in local civic affairs and organizations in the Chicago area.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ECONOMIC REVOLUTION
1. Introduction
2. Problems in the Wake of the Civil War
3. Reconstruction Policies
4. The Grant Era
5. The Technological Revolution: 1865-1890
6. The Republican Era
7. The Development of Labor Organization —1865-1900
8. Immigration
9. The Agricultural Revolution, 1870-1900
10. Politics—1890's
11. Review of Unit I

UNIT II: WORLD POWER
12. The United States becomes a World Power
13. Theodore Roosevelt and the American Empire
14. Muckraking and the Rise of Progressivism
15. The Progressivism of Theodore Roosevelt and William H. Taft
16. The Progressive Campaign of 1912
17. Woodrow Wilson's New Freedom
18. Wilsonian Diplomacy
19. Wilson's Program for World Peace
20. Review of Unit II
21. "Normalcy"

UNIT III: RECENT DECADE
22. The Hoover Administration
23. The Roaring Twenties
24. "The New Deal" I
25. "The New Deal" II
26. Isolationism
27. The Roosevelt Foreign Policies
28. The United Nations
28. The Truman Era
29 and 30. Course Summary

TEXTBOOKS:
1. The Growth of The American Republic **by Samuel Eliot Morrison and Henry S. Commager, Vol. II (Oxford U. Press, 1962)**
2. Great Issues in American History, Vol. II **by Richard Hofstader, Paperback ed. (Vintage Books, New York, 1958)**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

HUMANITIES

(First General Course)

Thirty, 45-minute lessons
Three Credit Hours

This is a general introductory course which integrates the areas of literature, painting, architecture, music and philosophy. It is geared for a student in any curriculum and is designed to give him an understanding of some of the intellectual and artistic work common to modern civilization.

No previous background in any of the areas is required but by the end of the course the student should be able to read great novels, stories and poems; look at paintings and buildings; listen to symphonies and operas; and grasp some of the great human ideas with a degree of appreciation and skill so he may continue to enjoy further examples of such works for the remainder of his life.

Major objective of this particular course is to learn how an individual communicates his ideas to other human beings through the medium of language (short story, novel, drama, poetry), tones (music) or shapes and colors (architecture and painting).

Thus will be determined the basic elements of these art forms and the devices the artist uses to build his complete communication.

There are four formal objectives in this telecourse:

—To introduce the student to a variety of experiences within the different forms of art. Under study are works of literature, painting, architecture and music—most of them chosen from the modern world;

—To present these works of art so the student will appreciate and enjoy them, thereby instilling a desire to seek such additional experiences in later life;

—To help the student acquire skills, methods and disciplines by which he may experience and understand works of art not specifically encountered in the coures. The major portion of the final examination will attempt to test whether the student has in fact acquired these skills and understandings; and

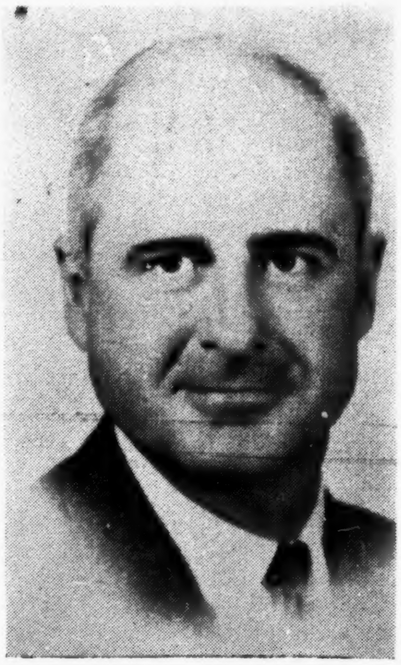
—To help the student develop a degree of critical discernment so he may discriminate between the good and the bad and the beautiful and the ugly in works of art.

OUTLINE OF COURSE: Units and Lesson Topics

UNIT I: THE LITERARY ARTS
1. **What Are the Humanities?**
2. **The Basic Elements of Literature**
3. **The Short Story**
4. **The Novel**
5. **The Novel**
6. **Production of the Stage Play**
7. **The Drama**
8. **The Basic Elements of Poetry**
9. **Narrative Poetry**
10. **Lyric Poetry**
11. **Summary: Literature**

UNIT II: THE VISUAL ARTS

12. **The Basic Elements of Painting**
13. **Composition in Painting**
14. **Impressionism**
15. **The Reaction Against Impressionism**
16. **Modern Painting: The Analysis of Nature**
17. **Modern Painting: Personal Expression**
18. **The Basic Problems and Elements of Architecture**
19. **Traditional Architecture: Classic and Gothic**
20. **Modern Architecture**
21. **Summary: Painting and Architecture**



TV TEACHER LESTER H. COOK is chairman of the Department of Humanities at Chicago City College. He took his Ph.D. from the University of Chicago and has 28 years of teaching experience. Dr. Cook teaches on CCC's Wilson campus and is a member of the Modern Language Association, Society of Architectural Historians and the Art Institute of Chicago.

UNIT III: THE LISTENING ARTS

22. **The Basic Elements of Music**
23. **Form in Music: ABA, Rondo**
24. **Form in Music: Theme and Variation, Sonata Form**
25. **The Symphony**
26. **The Symphony**
27. **The Symphony**
28. **The Opera**

29 and 30. Summary: The Humanities

TEXTBOOKS:

Barnet, et al. Eight Great Tragedies. **Mentor.**
Bockman and Starr. Scored for Listening. **1959, Harcourt.**
Dostoyevsky. Crime and Punishment. **Modern Library College Ed.**
Hunter. Modern French Painting. **Dell.**
Pocket Book of Short Stories. **Pocket Book.**
Turgenev. Fathers and Sons, **Bantam.**
Untermeyer. Treasury of Great Poems. **Permabook**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

HUMANITIES

(Second General Course)

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: Lester H. Cook

As is the case in the first general course in Humanities, this second course also limits itself to the broad area of study which is concerned with human beings and what they have created or accomplished over the long period of man's history.

This second course begins with an analysis of some of the great problems and issues facing man today and then presents different solutions to these problems proposed by some of the great minds and creative geniuses of both the past and contemporary world.

The course is divided into three units, each one enlarging the scope of the first unit:

—"Man and His Fellowman" is concerned with the social problem—an individual's relations with himself and with other individuals;

—"Man and His State" deals with the political problem—the individual's relationship with the group; and

—"Man and His Universe," a discussion of the metaphysical problem—man's relations with the universe and with God.

This second course in Humanities is a basic and general course. It makes no assumption of any previous training by the student in any field of the Humanities area and begins with the most basic of approaches.

The telecourse also concerns itself with developing in the student an appreciation of the great works of man and to further extend this appreciation into independent study and consequent personal fulfillment.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MAN AND HIS FELLOW MAN

1. The Problems of Man
2. Social Expression in Music: Mahler, Song of the Earth
3. Social Expression in Music: Mahler, Song of the Earth (Conc.)
4. Renunciation without Submission: Shakespeare, King Lear
5. Is Virtue Rewarded? Shakespeare, King Lear (Conc.)
6. The Painter as Social Commentator
7. What Is the Good Life? Aristotle, Ethics
8. What Is Virtue? Aristotle, Ethics (Conc.)
9. An Expressionist: Paul Gauguin
10. Man Makes Himself: The Existentialist View
11. Conference on the Air: The Problem of Ethics

UNIT II: MAN AND HIS STATE

12. The Nature of the Political Problem
13. The Totalitarian State and the Democratic State
14. Political Expression in Painting
15. The Painter as Propagandist
16. Freedom and Obedience to Law: Plato, The Crito
17. Tyranny and Obedience to Law: Orwell, 1984
18. The Morality of the Ruler: Mussorgsky, Boris Godonov
19. The Conscience of the Ruler: Mussorgsky, Boris Godonov (Conc.)
20. Conference on the Air: The Problem of Politics

UNIT III: MAN AND HIS UNIVERSE

21. The Nature of the Metaphysical Problem
22. Man's Relation to God: The Book of Job
23. The Painter Expresses Spirituality: The Middle Ages and Renaissance
24. The Painter Expresses Spirituality: The Modern Period
25. "Where do we come from? What are we? Where are we Going?" Plato, Allegory of the Cave; Wordsworth, Ode on Intimations of Immortality
26. The Composer Pays Glory to God: Handel, The Messiah
27. The Composer Pays Glory to God: Other traditions
28. A Stairway to Heaven: Spiritual Expression in Architecture
29. What Is the Meaning of Death? Whitman, When Lilacs Last in the Dooryard Bloom'd
30. Conference on the Air: The Humanities

TEXTBOOKS:

1. A Concise Treasury of Great Poems, Untermeyer (Permabook)
2. Eight Great Tragedies, Barnet, et al. (Mentor)
3. 1984, Orwell (New American Library)
4. The Picture History of Painting, Janson (Washington Square)
5. Darkness at Noon, Koestler (Signet)
6. Aristotle: Ethics, Thomson, ed. (Penguin)
7. Great Dialogues of Plato, Rouse, ed. (Mentor)
8. Existentialism from Dostoevsky to Sartre, Kaufman, ed. (Meridian)

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

ENGLISH COMPOSITION

Thirty, 45-minute lessons
Three Credit Hours

This course deals primarily with the problems of reading and effective writing.

With respect to reading, the telestudent will come to understand the organization of essays and the method of discourse used in prose selections . . . and to evaluate the effectiveness of the diction and the reasoning employed.

In the writing portion of the course, the student is asked to write multi-paragraph themes, some suggested by the readings . . . and a research paper that will not require visits to a library.

Main focus of the course will lie in the four forms of discourse—narration, exposition, argument and description—with the emphasis on exposition and argument.

Among the objectives of this course is to instill in the student the ability to recognize effective, forceful, vivid and concise diction in his readings and to employ such diction in his writing.

The student will also hopefully come to understand the patterns of reasoning used in clear thinking and give evidence of this understanding by the logic of reasoning employed in writing the required themes.

The student will also learn the conventions and form of the investigative or research paper and the techniques involved in library research. He will also hopefully improve his skill in reading a type of novel which not only has surface narrative meaning but deeper and more significant import.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER JOHN T. QUEENAN is instructor for three of the courses from Chicago's TV College which are being offered by Great Plains Library —English Composition and the two American Literature series. Now lecturing at Chicago City College, Dr. Queenan holds a Ph.D. from the University of Pennsylvania and has been a teacher for 18 years. He is presently chairman of communications at Rock Valley College, Rockford, Ill. He authored the three study guides used in connection with his television courses and has been published in a number of professional journals. In addition to his TV duties, Dr. Queenan has been doing experimental work in the teaching of remedial English and is a frequent lecturer on Nathanial Hawthorne, Henry Harland, Geoffrey Chaucer and others. Dr. Queenan's interest in programmed learning and self-grading reading tests is indicated in the study guides which accompany the TV courses.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE MULTI-PARAGRAPH THEME

1. **Introductory Outline of Course**
2. **Choosing a True Subject for Writing: Narrative Writing**
3. **Parts of the Theme: Beginning, Middle, End**
4. **The Writer-Reader Relationship: Attitude of Writer Toward His Audience**
5. **Attitude of Writer Toward His Material. Descriptive Writing**
6. **Criticizing the Theme**

UNIT II: METHODS OF EXPOSITION

7. **Identification and Definition**
8. **Classification and Illustration**
9. **Comparison and Contrast: Analogy**
10. **Analysis: The Outline**

UNIT III: THE RESEARCH PAPER

11. **Choosing a Topic**
12. **Evaluating Research Materials**
13. **Taking Notes and Outlining**
14. **Acknowledging Sources in Text and Footnotes**
15. **Writing the Research Paper: Bibliography**

UNIT IV: ARGUMENT AND PERSUASION

16. **The Nature of Argument**
17. **Inductive Reasoning and Evidence**
18. **Deductive Reasoning**
19. **Logical Fallacies**
20. **Persuasion: Appeal to Emotions**
21. **Evaluating Argument**

UNIT V: THE WORD AND THE SENTENCE

22. **Diction: Wordiness and Trite Expressions**
23. **Diction: The Right Word: Abstract and Concrete Words; Figures of Speech**
24. **Levels of Usage: The Dictionary Controversy**
25. **Connotation and Denotation of Words; Slanting**
26. **Rhetorical and Grammatical Sentence Patterns: Word Order: Position of Modifiers**
27. **Use of Subordination to Avoid Wordiness**

UNIT VI: READING A NOVEL

28. **Organization of** The Scarlet Letter
29. **Theme and Symbol in** The Scarlet Letter
30. **Review**

TEXTBOOKS:

1. **Brooks, C. and R. Warren.** Modern Rhetoric. **Shorter edition. Harcourt, Brace & World, 1961. Paper**
2. **Shrodes, Caroline,** et al. Reading for Rhetoric. **Macmillan, 1962.**
3. **Foster, Milton P., ed.** A Casebook on Gulliver among the Houyhnhnms. **Thomas Y. Crowell, 1961.**
4. **Strunk, W., and E. B. White.** The Elements of Style. **Macmillan, 1959. Paper**
5. **Hawthorne, Nathaniel.** The Scarlet Letter. **Washington Square ed. Paper**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FUNDAMENTALS OF SPEECH

Thirty, 30-minute lessons
Three Credit Hours

This course deals in the theory and practice of oral communication. Emphasis is placed upon the development of poise and confidence, delivery and speech organization.

Basic objective of the course is to develop the ability to communicate orally with other people more effectively. The idea of the purpose of human speech as communicative rather than as a means of "impressing" is expounded in this telecourse. The effectiveness of such an idea is judged by whether or not this means of communication reaches through to other people and fulfills satisfactorily the specific purposes of the speaker.

Specific stated objectives of the course are:

—To develop an understanding of the basic principles and concepts in the field of speech by means of the student acquiring a certain amount of knowledge and understanding of the nature, value and sub-areas of speech and of the basic principles underlying all types of human talk;

—To develop poise and self-confidence while speaking in public by means of the student transforming his fears and anxieties into useful energy and controlled emotion;

—To develop effective techniques for selecting, arranging and organizing materials for speech. That is: locating, adapting and shaping materials into a solid, coherent and emphatic presentation;

—To develop desirable verbal, vocal and physical skills for communicating more effectively and integrating them effectively into the content and organization of a speech; and

—To develop standards of evaluating the speech of others through accurate and critical listening in order to analyze the true and significant as distinguished from the distorted and the trivial in human discourse.

TV TEACHER ROBERT A. JOHNSTON is a professor of speech and director of theatre at the Chicago City College Loop Campus. With the exception of military service in World War II, Dr. Johnston has been involved in the academic areas of speech and drama since 1939. The author of *The Oresteia by Aeschylus, An Acting Version* (Christopher House, 1955 & 1967), he has collaborated on two other books dealing with drama and speech. Dr. Johnston has written a number of articles for professional journals and was responsible for the "Religious Drama" section in the *Oxford Junior Encyclopedia.* He has directed more than 30 plays at Illinois colleges and the University of Nebraska and was a visiting professor in 1966 at the University of Maine where he directed in summer stock. Dr. Johnston took his Ph.D. from Northwestern University.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: FIRST THINGS FIRST
1. View Speech as a Whole.
2. Develop Poise and Confidence.
3. Understand the Concepts of the Speech Community.
4. Analyze Every Audience.

UNIT II: PUBLIC SPEAKING
5. Choose a Good Subject and Shape a Clear Purpose.
6. Gather Materials Wisely.
7. Select and Arrange Materials Carefully.
8. Build a Useful Outline and Note Cards.
9. Rehearse and Present the Speech Effectively.

UNIT III: THE SPEAKER
10. Use the Three Tracks: Vision, Sound, Language.
11. Vision: Improve Bodily Action.
12. Vision: Make Use of the Environment and Visual Aids.
13. Sound: Improve Voice and Diction.
14. Sound: Improve Pitch, Force, Tempo, Emotional Color.
15. Language: Understand the Structure of American English.

UNIT IV: THE LISTENER
17. Listen Accurately.
18. Listen Critically.
19. Examine Evidence, Reasoning, Logic.
20. Respond to Sensory Appeals.
21. Develop Sensible Standards for Evaluating a Speech.
22. Listen to Some of Your Fellow Classmates: An Exercise in Critical Lisetning and Evaluation.

UNIT V: THE AREAS OF SPEECH
23. Review the Basic Fundamentals of All Speech.
24. Improve Conversation.
25. Improve Participation in Group Discussion.
26. Improve Oral Reading.
27. Improve Televised Speaking.

UNIT VI: CONCLUSION
28. Evaluate More of Your Fellow Classmates.
29. Plan Your Speech Future.
30. Review.

TEXTBOOKS:
1. Johnston, R. A., and Link, J. Improve Your Speech. 4th ed. Chicago: The Cefalu Press, 1963.
2. Hall, Edward T. The Silent Language. Premier Paperback, 1959.
3. Thonssen, Lester, and Finkel, William L. Ideas That Matter. Ronald Press, 1961.

Quad tapes or a kine of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

SHAKESPEARE

Thirty, 45-minute lessons
Three Credit Hours

Although this series constitutes an introductory course in Shakespeare, it will also contain value to those who have had some previous experience with Shakespearean drama.

The course is a down-to-earth approach to 14 of the Bard's creations which will enable the student to read and understand them as examples of theater art. The 14 plays, presented chronologically in order of increasing complexity, are studied against the colorful background of England's Elizabethan Age.

Stated aims of this course are many: to develop an understanding of the historical period which produced Shakespeare and his contemporaries . . . to develop an understanding of Shakespeare's growth in skill and stature as a dramatist . . . to develop an understanding of the drama as an art form . . . to develop the ability to read Shakespeare's plays with critical comprehension . . . and to develop an appreciation of the value of Shakespeare's plays.

But, perhaps the major objective of the telecourse is to enable each student, at course's end, to read Shakespeare with pleasure and understanding. Emphasis is placed on reading the plays for personal enjoyment, whether or not the student intends to specialize in literature.

TV TEACHER MORRIS TISH is an associate professor of English at Chicago City College. He took his M.A. degree from the University of Chicago and his M.Ed. degree from Chicago Teachers College. Prof. Tish has had 24 years of experience in the teaching field. For more than 20 of those years, he has taught the sophomore Shakespeare course at the Chicago City College's Wilson campus. An article on his specialty, entitled "Heroes Unlimited," appeared in the Spring 1964 issue of Cue magazine. Prof. Tish has delivered many lectures on aspects of Shakespeare to various clubs and literary societies in the Chicago area. Prof. Tish studied under Lord David Cecil at Oxford where he did some post-graduate work after World War II. The professor serves as technical consultant to the Wilson campus theatre group which presents at least one Shakespeare play a year.

AN OUTLINE OF THE COURSE: Lesson Topics

1. **Orientation to Course—Misconceptions about Shakespeare: Elizabethan Life I**
2. **Elizabethan Life II; Shakespeare's Life and Theater**
3. Romeo and Juliet—**Tragedy of Coincidence and Accident**
4. Romeo and Juliet—**Poet versus Playwright**
5. The Taming of the Shrew—**Katherina: The Shrew Type Plus**
6. The Taming of Shrew—**Unbalance of Plots**
7. The Merchant of Venice—**Shylock: Hero or Villain?**
8. The Merchant of Venice—**Incredibility of Plot, Specifically Trial Scene**
9. King Henry IV, Part I—**Historical Background of The War of Roses; Richness of Characterization; Falstaff and Conspirators**
10. King Henry IV, Part I—**Shakespeare's Theme, the Evil of Civil War; Maturity of Plot**
11. King Henry IV, Part II—**Falstaff at Work**
12. King Henry IV, Part II—**Machiavellian Politics; Rejection of Falstaff**
13. Much Ado About Nothing—**Beatrice and Benedick; Personification of Reluctant Witty Lovers**
14. Much Ado About Nothing—**Dogberry and Verges: Typical Native Elizabethan Humor**
15. Twelfth Night—**Complication of Plot Successfully Handled**
16. Twelfth Night—**Blend of Romance and Realism**
17. Hamlet—**Tragedy of Blood; Role of the Avenger**
18. Hamlet—**The Character of Hamlet**
19. Hamlet—**Quantity and Quality of Critical Opinion**
20. Troilus and Cressida—**Shakespeare's Most "Modern" Play; Tragi-Comedy of Disillusionment**
21. Othello—**Shakespeare's Only Domestic Tragedy**
22. Othello—**Iago: Incarnation of Evil for Its Own Sake**
23. Measure for Measure—**Vienna, That Wide-Open Town**
24. Measure for Measure—**"Judge Not, Lest Ye Be Judged"**
25. King Lear—**Shakespeare's Blending and Transfiguration of Source Materials**
26. King Lear—**The Most Profound of Shakespeare's Plays; The Nature of Tragedy**
27. King Lear—**Shakespeare's Conception of Poetic Justice**
28. The Winter's Tale—**"Tell Us a Story"**
29. The Tempest—**Shakespeare's Unique Observance of the Unities**
30. The Tempest **and** Summary—**The Poetic Drama: Poet AND Playwright**

TEXTBOOKS:

1. Shakespeare's Major Plays and the Sonnets, **ed. by G. E. Harrison (Harcourt, Brace, 1948)**
2. The Taming of the Shrew **by William Shakespeare, The Laurel Shakespeare Edition (Dell Publishing Co.)**

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PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

AMERICAN LITERATURE FROM COLONIAL PERIOD TO CIVIL WAR

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: John Queenan

This course—after briefly considering writers of the Colonial and Revolutionary War Periods—concentrates on Hawthorne, Poe, Melville, Emerson and Thoreau.

Major emphasis will fall on the works, not the authors. But attention will also be given literary history, including such movements as the development of nationalism as reflected in literature of the period. An attempt will also be made to suggest standards of literary criticism that can be applied to all literature.

Rather than referring to the potential student as "taking" this course, teacher John Queenan suggests that the student will be "reading" the course, for reading is the heart of any course in literature.

The stated aims and purposes of the series:

—Familiarization with the writers of our nation whom critics have adjudged outstanding and who have stood the test of time;

—The establishment of personal critical standards which have validity—acquired through the examination of different literary forms and attitudes;

—Increased knowledge of the United States' social and cultural history through a study of its literature;

—Simply, the improvement of the student's reading ability; and

—The providing of a delightful and rewarding experience in itself which helps open doors to a wealth of other experiences.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE LITERATURE OF THE COLONIES AND THE REVOLUTION

1. **Purpose and Scope**
The literature of exploration
2. **The Puritan culture**
3. **Diarists and observers**
4. **Benjamin Franklin**
5. **Benjamin Franklin, Tom Paine, and Thomas Jefferson**
6. **Early development of American nationalisms**

UNIT II: THE EARLY ROMANTIC ERA

7. **Washington Irving**
8. **James Fenimore Cooper**
9. **James Fenimore Cooper**
10. **William Cullen Bryant and early romantic poetry**

UNIT III: ROMANTIC FULFILLMENT: HAWTHORNE, POE, AND MELVILLE

11. **Nathaniel Hawthorne: Backgrounds and biographical data**
12. **Nathaniel Hawthorne:** Twice-Told Tales
12. **Nathaniel Hawthorne:** Mosses from an Old Manse
14. **Nathaniel Hawthorne:** The Scarlet Letter
15. **Nathaniel Hawthorne: Panel discussion**
16. **Edgar Allan Poe: Poetry**
17. **Edgar Allan Poe: Fiction**
18. **Edgar Allan Poe: Fiction**
19. **Edgar Allan Poe: Critical writings**
20. **Herman Melville: Biographical data and short stories**
21. **Herman Melville:** Moby Dick
22. **Herman Melville:** Moby Dick
23. **Herman Melville:** Billy Budd
24. **Herman Melville: Panel discussion**

UNIT IV: NEW ENGLAND TRANSCENDENTALISTS AND BRAHMINS

25. **Ralph Waldo Emerson: Essays**
26. **Ralph Waldo Emerson and Henry David Thoreau**
27. **Henry David Thoreau**
28. **Henry Wadsworth Longfellow**
29. **John Greenleaf Whittier and Oliver Wendell Holmes**
30. **James Russell Lowell—Review**

TEXTBOOKS:

Bradley, Sculley, R. C. Beatty, E. H. Long, eds. The American Tradition in Literature. **Rev. ed. Volume I. W. W. Norton, 1961.**

Cooper, James Fenimore. The Prairie. **Paper ed., New American Library.**

Melville, Herman. Moby Dick. **Paper ed. Washington Square Press.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

AMERICAN LITERATURE FROM CIVIL WAR TO 20TH CENTURY

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher:
John Queenan

The principal objective of this course is to give the student an understanding of the works, especially the fiction and poetry, of the most highly regarded writers of the period.

Some attention is devoted to literary attitudes and other phases of literary history, but the chief emphasis is on the reading of the works themselves. Underlying this approach is the idea that an understanding and appreciation of selected works of literature can lead to the formation of standards of literary criticism that can be applied to all works.

The aims of this course are the same as noted for the previously-described course in literature, also taught by Dr. Queenan.

The emphasis in the course is on the close reading of selections themselves. The student concentrates not on biographical or historical backgrounds but on the texts themselves to insure that no overtones of mood or meaning escape his comprehension.

Dr. Queenan notes: "The primary pleasure that we derive from literature is a fulfillment of the whole person as a result of literature's appeal to the emotions, the senses and the intellect. Another value of literature, or perhaps it would be better to say the close analytic study of literature, is the delight that you as humans should feel in the exercise of the intellect for its own sake. If you (the student) can take from this course of study an interest in and respect for intellectual experience, that is in learning for its own sake, you shall have profited greatly."

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE NEW AMERICAN POETRY
1. **Purpose and scope of course—definition of poetry**
2. **The poetry of Walt Whitman**
3. **The poetry and prose of Whitman**
4. **Emily Dickinson**
5. **Emily Dickinson; Sidney Lanier; Negro songs and cowboy ballads**
6. **Panel discussion: Whitman and Dickinson**

UNIT II: LOCAL COLORISTS AND HUMORISTS

7. **Local colorists: Bret Harte and Mary E. Wilkins Freeman**
8. **Samuel L. Clemens (Mark Twain); Adventures of Huckleberry Finn**
9. **Huckleberry Finn; "The Man That Corrupted Hadleyburg"**
10. **Clemens' satirical criticism**

UNIT III: THE BEGINNINGS OF REALISM

11. **William Dean Howells; definition of realism**
12. **Henry James; James' early works**
13. **Henry James;** The American
14. **James' later works**
15. **Panel discussion: Henry James**
16. **Henry Adams**

UNIT IV: REALISM AND NATURALISM

17. **Definition of naturalism; Stephen Crane**
18. **Theodore Dreiser**
19. **Theodore Dreiser;** Sister Carrie

UNIT V: EARLY TWENTIETH-CENTURY POETRY

20. **Edwin Arlington Robinson**
21. **Edwin Arlington Robinson and Robert Frost**
22. **Robert Frost**
23. **Carl Sandburg and Vachel Lindsay**

UNIT VI: MODERN AMERICAN FICTION AND DRAMA

24. **Willa Cather**
25. **Sinclair Lewis:** Babbitt
26. **F. Scott Fitzgerald**
27. **Ernest Hemingway**
28. **William Faulkner**

29 and 30. American drama; the little theater movement and Eugene O'Neill

TEXTBOOKS:

Bradley, Scully, R. C. Beatty, and E. H. Long, eds. The American Tradition in Literature, **Vol. 2 (revised). W. W. Norton & Company, 1961.**

Crane, Stephen, The Red Badge of Courage **Washington Square Press.**

Dreiser, Theodore, Sister Carrie, **Signet.**

Howells, William Dean, The Rise of Silas Lapham, **Signet.**

James, Henry, The American, **Signet.**

Lewis, Sinclair, Babbitt, **Signet.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FUNDAMENTALS OF MATHEMATICS

Thirty, 45-minute lessons
Three Credit Hours

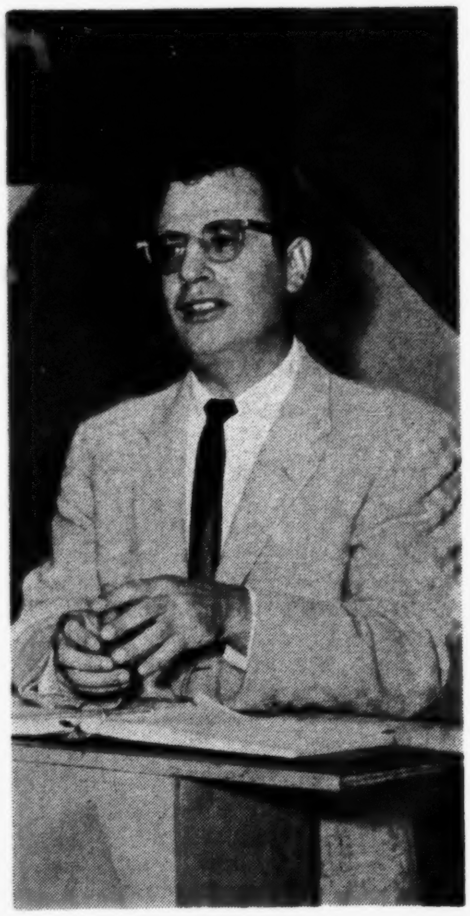
The principal object of this course is to develop in the student an understanding of the fundamental concepts of modern mathematics. These concepts include a knowledge of the basic definitions, terminology, assumptions and elementary operations.

Also developed during the series is an understanding of the number system. The student sees the growth of the real number system to include the integers, rational numbers and irrational numbers.

One of the primary purposes of the course is to develop in the student the ability to solve mathematical and applied problems. Skill in the fundamental operations with numbers and symbols is developed. And the solving of applied scientific problems is demonstrated by methods of arithmetic, algebra, geometry and statistical studies.

The student also learns something of the historical background of mathematics. Thus, he comes to more fully appreciate the significant role mathematics has played in advancing our civilization.

The viewer studies the modern systems of sets, truth values and groups . . . and through step-by-step procedures is shown the formation of logical proofs. In this manner is instilled in the student an appreciation of the logical structure and beauty of modern mathematics.



TV TEACHER BERNARD MALINA, associate professor of mathematics at Chicago City College, holds a Master of Science degree from Northwestern University and has been in the teaching field for the past 19 years. His master's thesis on abstract algebra is entitled: "Retracts in Group Theory." In addition to his work on the CCC Wright Campus, Professor Malina teaches math methods courses at Illinois Teachers College (Chicago, North) and conducts math institutes for college teachers at the Illinois Institute of Technology.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MATHEMATICS, SETS, AND LOGICAL SYSTEMS
1. Development of a Logical System
2. Propositions and Truth Values

UNIT II: INTRODUCTION TO ARITHMETIC
3. Natural Numbers
4. Zero, One, and Rational Numbers
5. Operations with Natural Numbers

UNIT III: NUMBER BASES AND DECIMALS
6. Other Number Bases
7. Number Bases and Decimals

UNIT IV: APPLICATIONS OF ARITHMETIC AND GROUPS
8. Approximate and Denominate Numbers
9. Word Problems and Percentage
10. Modular Arithmetic and Groups

UNIT V: INTRODUCTION TO ALGEBRA
11. Signed Numbers
12. Equations and Inequalities

UNIT VI: TWO VARIABLES, GRAPHING, AND FUNCTIONS
13. Algebra and Graphs
14. Functions and Solutions of Systems

UNIT VII: EXPONENTS AND ALGEBRAIC TECHNIQUES
15. Exponents and Scientific Notation
16. Algebraic Operations

UNIT VIII: ALGEBRA—Continued
17. Fractions and Exponents
18. Irrational Numbers and Variation
19. The Quadratic Function
20. Complex Numbers

UNIT IX: GEOMETRY
21. Perimeter and Area
22. Plane and Solid Figures
23. Proportion and Indirect Measurement
24. Euclidean Geometry
25. Geometry—Continued

UNIT X: STATISTICS
26. Statistical Graphs and Measures
27. Measures of Central Tendency and Dispersion
28. Probability

UNIT XI: ASSORTED TOPICS
29 and 30. Assorted Topics; Summary

TEXTBOOK:
Sachs, Rasmussen, and Purcell, Basic College Mathematics, 2nd edition. Boston: Allyn and Bacon, Inc., 1965.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

COLLEGE ALGEBRA

Thirty, 45-minute lessons
Three Credit Hours

$$\boxed{R=\left\{a+b\sqrt{2}\,/\,a,b\in I\right\}}$$

TV Teacher: Bernard Malina

Algebra constitutes a foundation stone for the imposing structure known as modern mathematics.

But it is not a subject which caters only to the specialist. Almost everyone, no matter where his interests lie, can derive pleasure and profit from the study of algebra—provided, of course, he possesses an ordinary share of intellectual curiosity.

Those in technical and scientific fields will find algebra the prerequisite for studies in trigonometry, analytic geometry and calculus. And those interested in simply developing their reasoning power through pursuit of a subject which exercises a formal discipline will find in algebra a sterling experience in logical thinking.

In this course, the notion of sets is introduced and used throughout. The concepts of function and relation are examined. Both the theoretical and the computational aspects of algebra are considered.

The stated objectives of this course are to develop: an understanding of the fundamental concepts of modern college algebra . . . the ability to modify and simplify algebraic expressions . . . the ability to solve equations and systems of equations . . . the ability to apply algebra in the solution of physical problems . . . an understanding of mathematical proofs . . . and an appreciation of the logical methods of algebra.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ALGEBRA AS A LOGICAL SYSTEM
1. **Operations on Sets**
2. **The Real Number System**
3. **Logical Algebra**

UNIT II: ALGEBRAIC PROCESSES
4. **Operations of Algebra**
5. **Products and Factoring**
6. **Algebraic Fractions**
7. **Exponents and Radicals**

UNIT III: INEQUALITIES AND COORDINATE SYSTEMS
8. **Inequalities and Absolute Values**
9. **Coordinate Systems**
10. **Conference on the Air**

UNIT IV: FUNCTIONS AND THEIR GRAPHS
11. **Functions and Graphs**
12. **The Linear Function and Arithmetic Progressions**

UNIT V: THE QUADRATIC FUNCTION
13. **The Quadratic Function and Inequalities**
14. **The Quadratic Function continued**
15. **Variation and Equations**

UNIT VI: SIMULTANEOUS EQUATIONS AND DETERMINANTS
16. **Simultaneous Equations**
17. **Determinants**
18. **Solutions by Determinants**

UNIT VII: POLYNOMIAL FUNCTIONS
19. **Polynomial Functions**
20. **Roots of Polynomial Equations**
21. **Conference on the Air**

UNIT VIII: INVERSE FUNCTIONS AND THE BINOMIAL THEOREM
22. **Inverse Functions**
23. **Permutations and Combinations**
24. **The Binomial Theorem**

UNIT IX: INDUCTION, EXPONENTIAL AND LOGARITHMIC FUNCTIONS
25. **Mathematic Induction and Exponential Functions**
26. **Geometric Progressions and the Logarithmic Function**
27. **The Logarithmic Function and Compound Interest**

UNIT X: COMPLEX NUMBERS
28. **Introduction to Complex Numbers**
29. **Roots and Powers of Complex Numbers**
30. **Summary.**

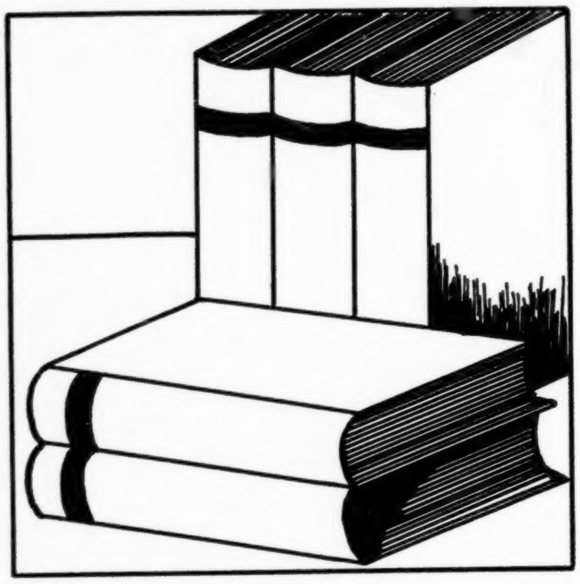
TEXTBOOK:
Vance, Elbridge, P., Modern College Algebra: **Addison-Wesley Publishing Co., Inc., 1962.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

LOGIC

Thirty, 45-minute lessons
Three Credit Hours



TV Teacher: William Stevens

Not all thought comes naturally—certainly not logical thought.

The purpose of this course is to help the student develop skills and understandings that will enable him to think straight. Namely: the skill of communicating effectively as a result of a systematic analysis of language ambiguities; skill in making logical inference; an understanding of the relation of logic to science and scientific inquiry; and an understanding of the philosophic implications of logic.

The course has four stated goals: (1) the student must achieve, and learn how to achieve, clarity of thought and expression; (2) the acquisition of some of the elementary techniques of reasoning and inference; (3) an understanding of the relation of logic to science; and (4) an increase in appreciation of the philosophic implications of logic.

In summary—the course deals with four dimensions of logic:

—Semantic, in which the student deals with the problems of the clarification of language;

—Formal logic, in which the student deals with the problems of inference and implication;

—Inquiry, in which the student deals with logical thinking in science and scientific practice; and

—Philosophic, in which the student deals with the problem of the existence of various conceptions of logic itself.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: LANGUAGE, PROPOSITIONS AND SYLLOGISMS
- 1. Introductory Lecture.
- A. PROBLEMS IN COMMUNICATION
  - 2. The Logical Function of Language.
  - 3. Rules of Symbolism and the Inference of Meaning.
  - 4. Problems of Ambiguity and the Nature of Definition.
- B. PROBLEMS IN VALIDITY: IMMEDIATE INFERENCE
  - 5. The Categorical Proposition.
  - 6. Other Types of Propositions.
  - 7. The Relations between Propositions.
- C. PROBLEMS IN VALIDITY: THE STRUCTURE OF INFERENCE
  - 8. The Categorical Syllogism.
  - 9. The Categorical Syllogism (continued).
  - 10. Other Types of Syllogism.
  - 11. Summary of Unit I.

UNIT II: LOGIC AND SCIENCE
- A. HYPOTHESES, CAUSATION AND PROBABILITY
  - 12. Hypotheses.
  - 13. Hypotheses concerning Causal Relations.
  - 14. Nature of Probability.
  - 15. The Method of Science.
- B. A PROBLEM IN EXPERIMENTAL SCIENCE
  - 16. Reflections of William Whewell.
  - 17. Reflections of Whewell and John Stuart Mill.
  - 18. Reflections of John Stuart Mill.
  - 19. Reflections of Albert Einstein.
  - 20. Summary of Unit II.

UNIT III: LOGIC AND PHILOSOPHY
- 21. Problems of Theory and Practice.
- 22. Logic as Calculation: Thomas Hobbes, I.
- 23. Hobbes, II.
- 24. Logic as Problem-Solving: Dewey, I.
- 25. Dewey, II.
- 26. Dewey, III.
- 27. Logic as Dialectic; Plato, I.
- 28. Plato, II.
- 29. Plato, III.
- 30. Concluding Lecture.

TEXTBOOKS:
- **Frye and Levi.** Rational Belief. **Harcourt & Brace, 1962.**
- **John Dewey.** Essays in Experimental Logic. **New York: Dover Publications.**
- **Plato.** Euthyphro, Apology and Crito. **New York: Liberal Arts Press, 1956.**
- **Einstein, Albert.** Essays in Science. **Wisdom Library, New York, N. Y.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

GENERAL PSYCHOLOGY

Thirty-one, 45-minute lessons
Three Credit Hours

TV Teacher: Dr. Fred McKinney

This introductory course constitutes a general survey of the facts, principles and methods employed in the study of human behavior.

Dr. Fred McKinney, professor of psychology and a psychologist at the University of Missouri, investigates problems concerned with intelligence, individual differences, learning, remembering, forgetting, personality, individual social behavior—as well as other typical subjects associated with an introductory course.

The course text used is E. R. Hilgard's "Introduction to Psychology (3rd Ed.)" and the accompanying workbook. No other materials are necessary in teaching the course.

The course is organized on the basis of two televised lessons per week with a third session planned for small group discussions, recitation and testing with an instructor or graduate assistant in charge.

The University of Missouri, where the course was produced, has successfully taught "General Psychology" by television to more than 2,000 students, with as many as 800 students per semester being enrolled for credit.

Dr. McKinney is author of "The Psychology of Personal Adjustment" and has published numerous scientific pamphlets, booklets and articles widely used in psychology and mental hygiene education. He received both his Bachelor's (1928) and Master's degrees (1929) from Tulane University. He has been at Missouri since shortly after receiving his Ph.D. from the University of Chicago in 1931.

Quad tapes or a kine of typical lessons from the course are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Lecture titles of the course:

Behavioral Science
Human Organism I
Human Organism II
Infancy & Childhood
Infancy & Childhood II
Adolescence & Adulthood
Physiological Motives I
Physiological Motives II
Social Motives
Emotion I
Emotion II
Conflict & Adjustment
Mental Health I
Mental Health II
Nature of Learning I
Nature of Learning II
Management of Learning
Remembering & Forgetting
Thinking, Language, Problem Solving I
Thinking, Language, Problem Solving II
Sensory Basis of Perceiving I
Sensory Basis of Perceiving II
Perception of Objects I
Perception of Objects II
Statistics in Psychology
Individual Differences and Their Testing
Intelligence Testing I
Intelligence Testing II
Nature and Nurture
Personality I
Personality II

PRODUCED BY THE UNIVERSITY OF MISSOURI

PHYSICAL SCIENCE

(First General Course)

Thirty, 45-minute lessons
Three Credit Hours

This is a basic physical science course dealing with the non-living portion of the universe and is primarily intended for those students who do not intend to become professional scientists.

Though students enrolled in the course need not have detailed knowledge of science or laboratory techniques they must have a basic understanding of some of the more important scientific principles and, even more important, an appreciation of the scientific attitude and method. During the telecourse, emphasis is placed on the development of concepts and not on the acquisition of a large body of factual material.

Perhaps the concepts which receive the most continuing emphasis throughout the course are: Orderly change is characteristic of the universe in which we live; the antiquity of the earth; the vast size of the universe; and the relativity of motion.

Objectives of the course are to develop an understanding of these fundamental concepts, an understanding of selected facts and definitions, an understanding of the scientific method and its use in developing scientific generalizations and to develop an understanding of the limitations of science.

But perhaps the most important objective of this course is the proper development of the ability to distinguish between observed or experimental fact and opinion. Its importance hinges on the value of promoting an ability to read critically. In discussions of the scientific method, the difference between statements of fact and statements of opinion are pointed out and the student is encouraged to distinguish between these two types of statements in his reading.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER FOREST D. ETHEREDGE is currently vice president of Rock Valley College in Rockford, Illinois. He took his Master of Science degree from the University of Illinois and has 12 years of teaching experience. Mr. Etheredge has been published in the "Journal of the Virginia Academy of Science." He has contributed to *Lithofalies Maps: An Atlas of the United States and Southern Canada,* by L. L. Sloss, E. C. Dapples and W. C. Krumbein (Wiley, 1960), and is presently under contract to W. D. Van Nostrand for a physical science textbook. Mr. Etheredge also authored the three study guides for his Chicago TV College courses outlined in this catalog. He has traveled extensively throughout the United States.

OUTLINE OF COURSE: Units and Lesson Numbers

UNIT I: GEOLOGY

1. **Introduction and Scientific Method**
2. **Rock Cycle**
3. **Minerals and Rocks**
4. **Weathering and Mass-wasting**
5. **Geologic Work of Streams**
6. **Geologic Work of Ground Water**
7. **Geologic Work of Glaciers**
8. **Oceans and Continents**
9. **Diastrophism**
10. **Volcanism**
11. **Age of the Earth and the Principles of Historical Geology**
12. **Geologic History of North America**

UNIT II: METEOROLOGY

13. **The Earth's Atmosphere**
14. **Atmospheric Pressure and Circulation**
15. **Air Masses and Fronts**
16. **Highs, Lows and Weather Prediction**

UNIT III: ASTRONOMY

17. **Size, Shape and Motions of the Earth**
18. **Celestial Sphere**
19. **Seasons; Latitude and Longitude**
20. **Time and the Calendar**
21. **Heliocentric and Geocentric Concepts**
22. **Gravitation**
23. **The Moon**
24. **The Sun, Stars and Planets**
25. **Origin of the Solar System**

UNIT IV: MOTION, WORK AND ENERGY

26. **Motion**
27. **Laws of Motion**
28. **Free-falling Objects and Projectiles**
29. **Space Travel**
30. **Work and Energy**

TEXTBOOK:

Allen and Ordway. Physical Science. **Van Nostrand, 1960**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

MECHANICS AND HEAT

Thirty, 45-minute lessons
Four Credit Hours

This course presents the principles and methods of physics to college students in pre-professional and liberal arts curricula. Physics, because its province is the entire world of things and actions, is the starting point for all the other sciences—astronomy, chemistry and geology.

The student will encounter during the telecourse the fundamental principles of what is known as classical physics. He will study motion and force, work and energy, momentum and impulse, temperature and heat, and wave motion and sound.

Formal course objectives are:

—To obtain a precise understanding of the basic concepts of physics. This is necessary because, in this scientific age, the education of the individual is not complete without a knowledge of the most fundamental branches of science and their historical background;

—To develop an appreciation of the scientist's curiosity about the physical world. This is accomplished through a study of the scientists' quest for knowledge from the time of ancient Greece to the present 20th Century;

—To acquire the ability to solve difficult but important problems in science, even on an introductory level. These problems will help the student to develop a skill in analytical thinking and numerical calculation as well as serve to assist him in putting the basic concepts into practice; and

—To acquire the skills, methods and techniques of the scientist. This is accomplished by means of laboratory experiments. Experiments also make the student become aware of the limitations inherent in all scientific measurements.

OUTLINE OF COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. **The Scope of Physics.**
2. **Mathematics Review.**
3. **Exponential Notation and Other Techniques.**

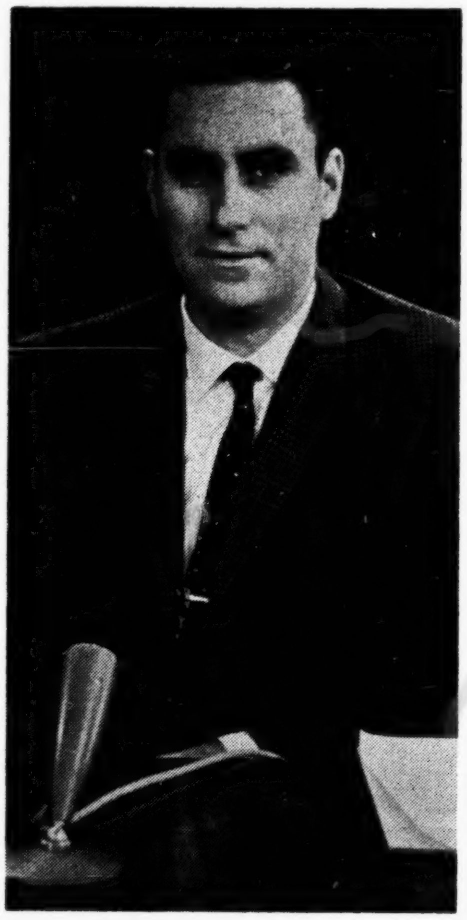
UNIT II: KINEMATICS
4. **Velocity and Acceleration.**
5. **Problems in Velocity and Acceleration.**
6. **Falling Bodies.**

UNIT III: DYNAMICS
7. **Newton's Laws of Motion.**
8. **Mass and Weight.**
9. **Problems in Force and Motion; Friction.**
10. **Theory of Vectors.**
11. **Projectile Motion.**
12. **Equilibrium and Torque.**
13. **Circular Motion.**
14. **Universal Force of Gravitation.**

UNIT IV: ENERGY AND MOMENTUM
15. **Work, Energy, Kinetic Energy, and Potential Energy.**
16. **Conservation of Energy.**
17. **Momentum and Conservation of Momentum.**

UNIT V: ANGULAR CONCEPTS
18. **Radian Measurement and Angular Velocity.**
19. **Angular Acceleration and Rotational Kinetic Energy.**
20. **Torque and Angular Acceleration.**

UNIT VI: HEAT AND THERMODYNAMICS
21. **Temperature and Heat; Specific Heat; Changes of State.**
22. **Mechanical Equivalent of Heat; Calorimetry.**
23. **Structure of Matter; Thermal Expansion.**
24. **The Gas Laws.**
25. **Heat Transfer and the First Law of Thermodynamics.**



TV TEACHER ROBERT H. KRUPP, an associate professor at Chicago City College, took his Ph.D. from Illinois Institute of Technology. He taught seven years at the high school level and has been a college instructor for eight years. Dr. Krupp has been published in the Journal of Chemistry and Physics and the Bulletin of the Society of Applied Spectroscopy. He has written three telecourse study guides in physics and physical science and has presented papers to various professional societies. Dr. Krupp has been an instructor for the past three years at summer in-service institutes sponsored by the National Science Foundation. He held a National Science Foundation Faculty Fellowship in 1961-62.

UNIT VII: HYDROSTATICS AND HYDRODYNAMICS
26. **Pressure.**
27. **Fluid Flow.**

UNIT VIII: VIBRATIONS AND WAVES
28. **Elasticity and Hooke's Law.**
29. **Simple Harmonic Motion; Pendulum.**
30. **Waves.**

TEXTBOOK:
Beiser, A. The Mainstream of Physics, **1st Ed. Addison-Wesley Publishing Company, Inc., 1962.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

PHYSICAL GEOLOGY

Thirty, 45-minute lessons
Three Credit Hours

This course deals basically with the processes acting on the earth's surface and interior—mountain building, volcanism, stream erosion and weathering. These processes, acting over long periods of time, have shaped the earth as we know it.

Principal aim of the course is to develop in the student a grasp of selected fundamental concepts essential to an understanding of geology and yet, at the same time, point out the limitations of this and any science. That is—the understanding that certain types of problems cannot be solved by the scientific method (e.g. distinguishing between good and evil).

The course is primarily intended for students who are not going to become professional scientists. Therefore, students need not memorize a large quantity of factual material. Rather, the emphasis is placed on acquiring an understanding of a relatively small number of important concepts.

The course is also designed to develop in the student the ability to distinguish between observed, or experimental, fact and opinion. The student will also be encouraged toward development of an appreciation of the scientific attitude and an appreciation of and interest in nature.

The study guide accompanying the telecourse contains 15 progress tests dealing with the material covered in the series. Each test is 20 questions in length and is designed to cover one week's work.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. The science of geology
2. The earth

UNIT II: MINERALS AND ROCKS
3.⎱
4.⎰—Rock-forming minerals
5.⎱
6.⎰—Igneous Rocks and Volcanism
7.⎱
8.⎰—Sedimentary rocks
9. Metamorphic rocks

UNIT III: THE EARTH'S INTERIOR
10.⎱
11.⎰—Structural geology
12.⎱
13.⎰—Earthquakes and the earth's interior

UNIT IV: THE EARTH'S SURFACE
14.⎱
15.⎰—Ground Water
16.⎱
17.⎰—Weathering and mass movement
18.⎱
19.⎰—Stream transportation and erosion
20.⎱
21.⎰—Deserts
22.⎱
23.⎰—Glaciation
24.⎱
25.⎰—The sea
26.⎱
27.⎰—Mountains

UNIT V: GEOLOGIC TIME AND HISTORICAL GEOLOGY
28.⎱
29.⎰—Geologic time and the life of the past
30. Geology of the Chicago Region

TEXTBOOKS:
Putnam, William C. Geology. **Oxford University Press**
Robertson, Forbes. Physical Geology: Manual of Laboratory Exercises. **Burgess Publishing Co., Minneapolis, Minnesota.**

TV Teacher:
Forest Etheredge

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

DESCRIPTIVE ASTRONOMY

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: Forest Etheredge

This course serves an an introduction to the science of astronomy for those students who, although they do not plan to become professional scientists, wish to know more about the universe in which they live.

Although treatment of the material is essentially non-mathematical, emphasis is placed upon understanding fundamental astronomical concepts. The students are encouraged to make certain elementary astronomical observations for themselves with a view to acquiring a better understanding of astronomy and encouraging in them what may become a life-long interest in the science as an avocation.

The selected fundamental concepts essential to an understanding of astronomy include: the heliocentric solar system, the law of universal gravitation, and the evolution of the stars and of the universe itself. The historical approach to the development of these astronomical concepts provides the best basis for understanding, as well as the best method of achieving this objective.

As in the Physical Geology course, also taught by Mr. Etheredge, the ability to distinguish between observed, or experimental, fact and opinion . . . and the development of an appreciation of the scientific attitude and of an interest in nature are also fostered.

Homework assignments and progress tests form the basic material found in the study guide which accompanies the course. A study guide insert contains a reading selection on "Time and the Calendar."

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE EARTH

1. The Science of Astronomy
2. The Earth
3. The Sky
4. The Earth's Motions
5. Time Measurement
6. The Calendar

UNIT II: THE SOLAR SYSTEM

7. Distance Measurement
8. The Moon's Motions
9. Motions of the Planets (I)
10. Motions of the Planets (II)
11. Gravitation
12. Astronomical Instruments
13. The Moon and Planets
14. The Minor Planets and Meteors
15. Comets
16. The Sun (I)
17. The Sun (II)

UNIT III: THE STARS

18. The Stars (I)
19. The Stars (II)
20. Binary Stars
21. Stellar Atmospheres (I)
22. Stellar Atmospheres (II)
23. Variable Stars

UNIT IV: THE UNIVERSE

24. Interstellar Matter
25. Star Clusters
26. Energy and the Life History of Stars (I)
27. Energy and the Life History of Stars (II)
28. The Galaxy
29. Other Galaxies
30. Cosmogony

TEXTBOOKS:

1. **McLaughlin, Dean.** Introduction to Astronomy. **Houghton-Mifflin, 1961.**
2. **Levitt, I. M. and R. K. Marshall.** Star Maps for Beginners. **Philadelphia: Franklin Institute, 1961.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

WEATHER AND MAN

Twenty, 60-minute lessons

Two Credit Hours

Basically, this telecourse constitutes a non-technical treatment of the fundamentals of modern meteorology. It demonstrates the impact weather has on our society . . . and the extent to which modern meteorology can contribute to the life we live and the work we do.

While modern meteorology deals in complex equations and physical concepts which require a quantitative approach, the lectures of "Weather and Man" go only as far as a descriptive approach permits while still touching on the more important concepts.

Television teacher Dr. Charles L. Hosler, in an introduction to a study outline accompanying the series, notes the primary objectives of the course: "Toward making life more interesting and full, through an understanding of the nature of the world around us, we hope to shed some light on that non-human force which has done most to shape the history of nations and people . . . the weather."

Books listed in the "Reference Reading" section elsewhere on this page are referred to in Dr. Hosler's telelectures. He notes there are a great number of more substantive texts in meteorology which a classroom instructor using the series may wish to substitute and from which he may wish to assign additional reading.

Quad tapes or kines of typical lessons from the course—along with a sample copy of the accompanying study outline—are available for previewing purposes from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lesson titles and topics of "Weather and Man":

1. **MAN AND THE WEATHER—The Environment . . . Man's Response.**
2. **STRUCTURE AND COMPOSITION OF THE ATMOSPHERE—Composition . . . Structure.**
3. **REASONS FOR THE SEASONS—The Sun . . . Utilization of Energy by Earth.**
4. **WATER IN THE AIR—Disposition of Water . . . Properties of Water . . . Measuring Water in Air . . . Changes in Form of Water.**
5. **BEHAVIOR OF AIR AS A GAS—Properties of Air as a Gas . . . Stability.**
6. **CLOUDS—How Clouds Form . . . Properties of Clouds . . . Classification . . . Man-Made Clouds.**
7. **PRECIPITATION—Warm Clouds . . . Cold Clouds . . . Effects of Stability . . . Areal Distribution.**
8. **OBSERVING PRECIPITATION, PRESSURE AND TEMPERATURE—Precipitation Amount and Rate . . . Pressure . . . Temperature.**
9. **ELECTRONIC WEATHER WATCHERS—Radar . . . Radiosonde . . . Satellites . . . Data Handling.**
10. **AIR MOTION—The Energy Source . . . Local Circulations . . . Quantitative Relationships . . . Gustiness.**
11. **ATMOSPHERIC CIRCULATION—Large Scale Drive . . . Coriolis Force . . . Vertical Motions.**
12. **AIR MASSES AND FRONTS—Global Weather Patterns . . . Air Masses . . . Fronts . . . Wave Cyclones . . . Weather with Fronts and Cyclones.**
13. **ANATOMY OF A HURRICANE—Energy Sources . . . Structure . . . Life Cycle . . . Damage.**
14. **THUNDERSTORMS AND ATMOSPHERIC ELECTRICITY — Thunderstorms . . . Electricity.**
15. **TORNADOES—Formation . . . Occurrence . . . Characteristics . . . Prediction.**
16. **AIR POLLUTION AND FOG—Where Aggravated . . . Sources of Pollution . . . Removal of Pollution . . . Effects of Air Pollution . . . Formation of Fog . . . Removal of Fog.**
17. **OPTICAL PHENOMENA—Rainbows . . . Halos . . . Corona . . . Mirages . . . Sky Color and Shape . . . Aurora.**
18. **CLIMATOLOGY—Global Contrasts . . . Controls . . . Changes . . . Data.**
19. **MAKING A WEATHER FORECAST—Weather Lore . . . Data Collection . . . The Weather Map . . . The Forecast.**
20. **WEATHER CONTROL—History . . . Scientific Basis . . . Prospects . . . Social and Political Implications.**

REFERENCE READING

Battan, Louis J., **Cloud Physics and Cloud Seeding.** Anchor Books—Doubleday & Co., Inc., Garden City, New York, 1962.

Battan, Louis J., **The Nature of Violent Storms.** Anchor Books—Doubleday & Co., Inc., Garden City, New York, 1961.

Hare, F. K. **The Restless Atmosphere.** Harper & Row, Publishers, New York, 1961.

Lehr, Paul E., Burnett, R. Will, and Zim, Herbert S., **Weather.** Golden Press, New York, 1957 (13th Printing, 1964).

Orr, Clyde, Jr., **Between Earth and Space.** Collier Books, New York, 1961.

TV TEACHER CHARLES L. HOSLER is currently Dean of The College of Earth and Mineral Sciences at Pennsylvania State University. A student at Penn State, Bucknell University and Massachusetts Institute of Technology, Dr. Hosler took his Ph.D. in meteorology in 1951 from Penn State. Dr. Hosler has been associated with Penn State since 1948. He currently conducts research and teaches undergraduate and graduate courses in meteorology. Dr. Hosler has served as consultant to three United States Senate Committees and the President's Advisory Committee on Weather Control. He has been an industrial counsultant to several large firms, has published 48 scientific papers in this country and abroad and has delivered more than 400 talks on weather prediction and control to gatherings around the world. During World War II he served in the U.S. Navy as an aerologist and observer in typhoon reconnaissance in the Pacific Asiatic Theatre. As a visiting scientist for the American Meteorological Society, Dr. Hosler has lectured at 30 colleges and universities since 1959.

Produced by
The Pennsylvania State University

SOCIAL SCIENCE

(First General Course)

Thirty, 45-minute lessons
Three Credit Hours

This course deals with the fascinating topic of why man acts, thinks and feels as he does—why he treats his fellow man well or ill, why he thinks clearly or distorts, why he loves, hates, fears and feels guilt or shame.

To gain insight into these provocative matters, this series examines current scientific explanations and knowledge of man's nature and the importance of groups in human behavior. This systematized look at man and his nature draws upon the latest findings of workers in the social science fields of psychology, sociology and anthropology.

Stated objectives of the course are many. The student will increase his understanding of his own behavior and the behavior of others by increasing his conceptual knowledge in the social sciences area and from consequent practice in using this new knowledge through observation and contact.

The viewer will also hopefully increase his ability to make valid judgments about the causes and forms of group phenomena . . . and add to his knowledge in the area of basic concepts underlying social science methodology. He will also develop his ability to recognize and understand different points of view resulting from exposure to different theoretical approaches to social science.

The student will also hopefully develop an appreciation for the need to appraise his own value system in dealing with current social problems and will attain a degree of social sensitivity in recognizing the interrelatedness of the individual with the social scene.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: HUMAN NATURE AND ITS DETERMINANTS

1. **Introduction to the Course.**
2. **Social Science Methods.**
3. **Psychoanalytic Theory.**
4. **The theory of the Symbolic Interactionists.**
5. **Civilization and Discontents.**
6. **The Culturalists' View of Man; Benedict, Dewey.**
7. **Cultural Variability.**
8. **Culture and Personality—The Alorese.**
9. **Folk-Urban Types.**
10. **Contrasting Views of Man and Society—Implications.**

UNIT II: CONTEMPORARY AMERICAN SOCIETY

11. **Changing Technology: Mechanization and Automation.**
12. **Science and Education.**
13. **Population: Movements and Growth.**
14. **Social Class.**
15. **Social Class Influences.**
16. **The Open or Closed Society—a Panel.**
17. **The Changing Family.**
18. **Changing Groups: Ethnic and Racial.**
19. **Voluntary Groups.**
20. **The Roles of Government.**

UNIT III: MODERN MAN: ALIENATION—INTEGRATION

21. **Disintegrative Forces in Modern Society.**
22. **Alienation in Modern Man: Delinquency.**
23. **Alienation: The Industrial Worker.**
24. **Alienation: Youth and the Aged.**
25. **Integrative Forces.**
26. **The Democratic Value of Equality.**
27. **Theories of Prejudice and Discrimination.**
28. **Discrimination: The Target Groups.**
29. **The Legal Attack on Discrimination.**
30. **Action Groups: A Summary Panel.**

TV Teacher: Francis Gaul

TEXTBOOKS:

Weinberg, Meyer, & Oscar Shabat. Society and Man, **2nd edition, 1965. Prentice-Hall, Inc.**

Du Bois, Cora. People of Alor, **Vol. I. Harper Torch Books, Harper & Row**

Benedict, Ruth. Patterns of Culture. **Mentor Books, New American Library.**

Hall, Calvin. Primer of Freudian Psychology. **Mentor Books, New American Library.**

Vidich, Arthur & Joseph Bensman. Small Town in Mass Society: Class, Power and Religion of Rural Community. **Anchor Books and Anchor Science Study Series, Doubleday & Co., Inc.**

Four Bobbs-Merrill Reprints of articles in the Social Sciences, Nos. S-53, S-81, S-229, S-302.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

SOCIAL SCIENCE

(Second General Course)

Thirty, 45-minute lessons
Three Credit Hours

TV TEACHER LEON NOVAR is an associate professor at Chicago City College on the Wilson Campus. He holds a Ph.D. in International Relations from the University of Chicago and has 12 years of teaching experience. Dr. Novar has an extensive background of study and teaching in modern European history, American history, comparative government, American government, international relations, Russian and Soviet history and politics, Communist history and theory and the modern history and political development of the Middle East. He has taught graduate courses in a number of these subjects at the University of Chicago and University of Illinois. Dr. Novar has also given seminars in political power and organization to labor leader seminars at Roosevelt University in Chicago. In 1952-53 he was the recipient of a Ford Foundation Fellowship for the study of the Middle East and in 1954-55 was a University Fellow at the University of Chicago. Dr. Novar has contributed to four studies dealing with Belorussia, Czechoslovakia, Poland and the Ukraine published in 1955 as the *Human Relations Area Files* (New Haven, Conn.). He has traveled extensively over the United States and logged wartime travel in France, Belgium, the Netherlands and Czechoslovakia.

This course is concerned with the political and economic organization of modern society and the problem of individual freedom.

Underlying the presentation of this course is the following value judgment: those political and economic principles and practices are desirable which maintain or extend the scope of individual freedom; those which limit or diminish the area of individual freedom are undesirable.

In the light of this premise, the Social Science course strives to illuminate the nature and functions of the state and government, examining a variety of points of view and proposals for the political organization of society. Particular attention is paid to the methods of political organization and the problems of maintaining government in a democracy.

Because the political aspects of modern society cannot be studied in isolation, an investigation of the interrelationship between the political and economic aspects receive a good deal of attention throughout the series.

The student-viewer is acquainted with the historical development of the market system of economic organization dominant in Western society. In so doing, the student comes to identify the major problems of the American economy and study them in the context of the political and social objectives of American society.

The following points receive particular stress during the course:

The interrelatedness of all human behavior . . . the need for concreteness in the understanding of the theoretical (theory is always related to reality) . . . the virtue of cosmopolitanism of outlook in the social scientist . . . and the unrelenting demands of relevance (the controversial is explored during the course if it seems relevant).

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MAN AND HISTORY
1. **Approaches Toward An Understanding of the Modern World**

UNIT II: THE NATURE OF GOVERNMENT AND THE STATE
2. **The Roots of Government**
3. **The Conduct of Government: Ends and Means**

UNIT III: CONFLICTING POLITICAL IDEALS OF TODAY
4. **Liberalism, I**
5. **Liberalism, II**
6. **Liberalism, III**
7. **Conservatism, I**
8. **Conservatism, II**
9. **Conservatism, III**
10. **Marxism**
11. **Soviet Communism**
12. **The Evolution of Communism**

UNIT IV: DEMOCRACY IN THE MODERN WORLD
13. **Classical Democratic Theory and Its Critics, I**
14. **Classical Democratic Theory and Its Critics, II**
15. **The Limits and Possibilities of Democratic Government**

UNIT V: DEMOCRATIC GOVERNMENT IN AMERICA
16. **Constitutional Principles of American Government**
17. **Ideology, Interest Groups and Policies in the United States**
18. **The Attack on the Supreme Court: A Case Study of Checks and Balances**

UNIT VI: THE ECONOMIC ORDER AND THE IDEAS OF THE GREAT ECONOMISTS
19. **The Economic Revolution**
20. **The Laissez Faire Economists**
21. **Capitalism's Big Critic—Karl Marx**
22. **Twentieth Century Economists and Modern Capitalism, I**
23. **Twentieth Century Economists and Modern Capitalism, II**
24. **Beyond the Economic Revolution**

UNIT VII: THE WORLD TRANSFORMED
25 and 26. **The Revolutions of Our Time**
27. **The Emergence of the Non-Western World**
28. **The Non-Western World: Hopes for the Future**

UNIT VIII: THE SHAPE OF THE FUTURE
29. **Automation and the Future**
30. **The Future As History**

TEXTBOOKS:

Carr, E. H. The New Society. **Bacon Press, 1951.**

Heilbroner, Robert L. The Worldly Philosophers. **Rev. ed. Simon and Schuster, 1961.**

Hunt, Elgin F. and Karlin, Jules. Society Today and Tomorrow. **Macmillan Company, 1961.**

Lippmann, Walter. The Public Philosophy. New York: New American Library, 1955.

Mendel, Arthur P. (ed.) Essential Works of Marxism. **New York. Bantam Books, 1961.**

Schapiro, J. Salwyn. Liberalism: Its Meaning and History. **Princeton, New Jersey. D. Van Nostrand Company, Inc., 1958.**

Viereck, Peter. Conservatism. **Princeton, New Jersey. D. Van Nostrand Company, Inc., 1956**

Ward, Barbara. The Rich Nations and the Poor Nations. **W. W. Norton, 1962.**

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

NATIONAL GOVERNMENT

Thirty, 45-minute lessons
Three Credit Hours

Content of this course revolves about how man behaves as a political animal—and has behaved in the past—in the scheme of American democratic government.

Emphasis is placed on four key elements in political behavior—the way public decisions are made . . . the meaning and the uses of power . . . the nature and the uses of political ideas . . . and the structure and operations of political institutions.

The key point of every lesson in this series revolves about the development in the student of an understanding of principles and concepts used in the field of American political institutions—the vocabulary, the names and background of government leaders and political figures, and the history of American political life and its institutions.

The student is also made to appreciate the role of the individual in national government. Such an objective is a highly important element of this course for the political practices of individuals emphasize the diversity of viewpoints and the reconciliation of positions.

Also fostered in the student is the ability to analyze and interpret data concerning governmental and political affairs . . . and the ability to report in writing his feelings and opinions regarding national governmental problems and political affairs.

Also hopefully instilled in the student is the development of a familiarity with dependable sources of information concerning national political problems . . . and finally—and probably most important—the development in the student of broad and continuing interests in the fields of national governmental concern.

Quad tapes or kines of typical lessons from the course—and a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER HARVEY M. KARLEN, in teaching his National Government telecourse, draws upon considerable experience from time spent in Washington, D. C., over the years where he studied governmental processes and personalities in important governmental positions. Professor Karlen took his Ph.D. from the University of Chicago. He has 21 years of teaching experience. Dr. Karlen taught political sciences courses at City College of New York from 1946-1950. He also taught in the Labor Education Divisions of Roosevelt University in Chicago and at Illinois Teachers College, Chicago South, where he conducted various specialized courses for adults and for advanced students. Dr. Karlen has served as political education consultant for the Hotpoint Company and as planning consultant for the Chicago Department of City Planning. He has authored a number of books including: *American Government Essentials.* (Chicago: Courier Pub. Co., 1964); *Politics: What's In it For You.* (Chicago: The Hotpoint Co., 1959); and *The Governments of Chicago* (Chicago: Courier Pub. Co., 1958).

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: DEVELOPMENT OF AMERICAN CONSTITUTIONAL FOUNDATIONS

1. Introduction to the course and to the nature of politics
2. The American problem of political values
3. Colonial political experience
4. The Declaration of Independence and Confederation
5. Making and Ratifying the Constitution
6. The "living" Constitution
7. The development of the Federal system
8. The problems and prospects of Federalism

UNIT II: THE DETERMINATION OF PUBLIC POLICY: THE POPULAR PROCESS

9. Public opinion and public policy
10. Interest groups and the general welfare
11. Party organization and local sovereignty
12. Party organization and local politics
14. Political behavior
15. Issues of the 1964 elections

UNIT III: THE DETERMINATION OF PUBLIC POLICY: THE GOVERNMENTAL PROCESS

16. The Presidency and the governmental system
17. The President and his roles
18. The President and the administration
19. Congress as a formulator of policy
20. The problems of Congressmen in a democratic society
21. The President and Congress in the 1960's
22. An analysis of the November election returns
23. The bureaucracy and its operations

UNIT IV: THE COURTS AND THE JUDICIAL PROCESS

24. Court organization and the judicial function
13. The nominating and electing process
25. Federal courts in the political process
26. Judicial review and popular government
27. Problem of controlling leadership in a democracy
28. Procedural Rights: "Due Process" and "Equal Protection"
29. Civil Rights and the First Amendment
30. Some basic problems of democracy today

TEXTBOOKS:

1. Bone, Hugh and Ranney, A., Politics and Voters: McGraw-Hill, Foundations of Am. Govt. paperback, 1963.
2. Irish, M. O., ed., Continuing Crisis in American Politics: Prentice-Hall, 1963.
3. Peltason, Jack W., Federal Courts in the Political Process: Random House PS 25, 1955 or later edition.
4. Rossiter, Clinton, The American Presidency: Mentor ed. MT 454, 1960 or later.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FORD FOUNDATION Kinescopes

An historically significant collection of kinescope recordings embracing a wide cross section of the instructional television utilization field is now available from the Great Plains Instructional Television Library.

The material was produced between the years of 1958 and 1963 and collected through the Ford Foundation's National Program for the Use of Television in Public Schools. The Program was in operation from 1957 to 1964.

The kinescopes have been used to widen the reach and understanding of ITV utilization and to supplement conventional teacher training programs. The programs are particularly valuable in that they show a wide range of techniques employed by various teachers.

In the past, the recordings have been circulated to ITV stations and were screened at various teacher workshops to show teachers just what was being accomplished in the field. The collection includes both examples of American ITV and what is being done in the ITV field in Europe.

Basic purpose of the National Program was to determine whether television could be used practically to teach large classes as effectively as small classes. The findings of the Program were favorable and officials noted that, in addition to its teaching effectiveness, television also promoted better library utilization, more effective planning of courses, more extensive coverage of material and the utilization of superior teachers for instruction—not only in a television situation but in actual classrooms with a large student population.

Responsible for the collection work were Dr. Herold C. Hunt, Charles W. Eliot Professor of Education at the Harvard Graduate School of Education; Theodore R. Conant, Director of Special Educational Services for the WGHB-TV Educational Foundation in Boston; and Brenda Cox, an Administrative Assistant for the Ford Foundation.

There is a *$10 SERVICE FEE* due the Library for the use of each reel. This fee covers handling and shipping charges plus required cleaning of the film. Under the *$10 SERVICE FEE* arrangement the material may be screened as many times as desired within a seven-day period from receipt.

NOTE: THE KINESCOPES MAY *NOT* BE TELEVISED IN ANY MANNER . . . BUT MUST BE PRIVATELY SCREENED ON A NON-COMMERCIAL BASIS FOR DEMONSTRATION PURPOSES ONLY. ANOTHER STIPULATION REQUIRES THAT THE MATERIAL BE SCREENED ONLY WITHIN THE UNITED STATES.

The Ford Foundation Kinescopes available from Great Plains Library are listed in the following special catalog section. Each title is summarized. The information includes: title of the presentation, running time, producer, subject area of the presentation, highlights, its possible use-applications, and a synopsis of the material.

Because only one print of each program is available, we ask that when you request the material you note several alternate dates when the kinescopes are desired for screening. Please order by number and title.

1. ACCENT ON MUSIC

TIME	30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Music
POSSIBLE USE	Production technique
SYNOPSIS	Film reviews instrument family making up an orchestra.

2. ADVENTURES IN AMERICAN LITERATURE

TIME	30 minutes
PRODUCER	Detroit Public Schools
SUBJECT AREA	American Literature
HIGHLIGHTS	Includes segment of music, illustrations revealing life in Mississippi as Faulkner saw and wrote it
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Social problems of South studied as seen in works by Faulkner.

3. AIRBORNE TELEVISION

TIME	12 minutes
PRODUCER	MPATI
SUBJECT AREA	Operation airborne television
HIGHLIGHTS	Good sound effects used
POSSIBLE USE	Classroom teacher utilization; television production classes
SYNOPSIS	Student responses, parent-teacher reactions show how ITV improves school curriculum. Recommended demonstration viewing.

4. ALGEBRA

TIME	20 minutes
PRODUCER	Nova Scotia Schools
SUBJECT AREA	Algebra
POSSIBLE USE	Television teacher utilization
SYNOPSIS	Lesson presents method of solving equations by graphs.

5. ALGEBRA

TIME	30 minutes
PRODUCER	Pennsylvania State University
SUBJECT AREA	Algebra
HIGHLIGHTS	Printed problems followed by answers. Time on problems given by tone signal.
POSSIBLE USE	Illustrates types of production techniques
SYNOPSIS	Teacher presents series of problems based on material developed in the lesson.

6. AMERICAN LITERATURE (Franklin to Frost)

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	American Literature
HIGHLIGHTS	Split screen technique used effectively
POSSIBLE USE	Production technique
SYNOPSIS	Readings of Dickinson's poems with analysis of the meter used.

7. ART—Correspondence Study

TIME	30 minutes
PRODUCER	KUON-TV
SUBJECT AREA	Art—High School
HIGHLIGHTS	Overhead mirror produces effect of viewing over the shoulder of the artist
POSSIBLE USE	Production techniques for producing art programs
SYNOPSIS	Television teacher explores use of the line to give shape, pattern design, emphasizes painting, techniques.

8. BIOLOGY—The DNA Molecule and Replication

TIME	22 minutes
PRODUCER	CBC
SUBJECT AREA	Biology
HIGHLIGHTS	Good model of portion of DNA molecule
POSSIBLE USE	Production, television teacher utilization
SYNOPSIS	Program explores world of cells and chemical agent controlling replication—Deoxyriba Nuclei Acid.

9. BONJOUR LES ENFANTS

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary French
HIGHLIGHTS	Drawings, photos, model house rooms, furniture used to visualize words
POSSIBLE USE	Television teacher training
SYNOPSIS	Teacher identifies common objects using pictures, models; teaches song without using musical instrument.

10. BONJOUR LES ENFANTS

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary French
HIGHLIGHTS	Puppet theatre used
POSSIBLE USE	Teacher/producer training
SYNOPSIS	Everyday family activities become subject for French lesson. Recommended for demonstration viewing.

11. BROADENING HORIZONS

TIME	25 minutes
PRODUCER	Tri-County
SUBJECT AREA	Orientation to ETV
POSSIBLE USE	Orientation for ETV groups
SYNOPSIS	Dr. Alexander Stoddard discusses ETV and role it can play in education. Recommended for demonstration viewing.

12. CHEMISTRY

TIME	20 minutes
PRODUCER	Nova Scotia Schools
SUBJECT AREA	Chemistry
HIGHLIGHTS	Direct television chemistry demonstrations. Excellent close-up camera work
POSSIBLE USE	Utilization training for television teachers
SYNOPSIS	Instructor demonstrates, with close-ups, methods of purifying water.

13. (The) CREATION

TIME	10 minutes
SUBJECT AREA	Literature
HIGHLIGHTS	Excellent art direction
POSSIBLE USE	Production art techniques
SYNOPSIS	Story of the creation of the world told in pictures.

14. ENGLISH (9th Grade)

TIME	15 minutes
SUBJECT AREA	English
HIGHLIGHTS	Archery is used as a teaching aid
POSSIBLE USE	Recommended for television teacher training
SYNOPSIS	Archer-teacher hits "deer's eye" demonstrating how to select correct modifier.

15. ENGLISH LITERATURE (10th Grade)

TIME	25 minutes
PRODUCER	CBC
SUBJECT AREA	English Literature
HIGHLIGHTS	Dramatic lighting, use of film clips, effective superimpositions, excellent art direction
POSSIBLE USE	Production and utilization training
SYNOPSIS	Book characters discussed; reading of Steinbeck's *Flight* is focus of production. Recommended for demonstration viewing.

16. EQUIPPING SCHOOLS FOR TELEVISION

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	ETV plans for a school
HIGHLIGHTS	Clear, understandable charts, diagrams
POSSIBLE USE	Orienting ETV groups, organizations
SYNOPSIS	MPATI official discusses specifications for equipping a school with central television distribution system.

17. EVALUATION TELEVISION INSTRUCTION

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	ETV/ITV evaluation of MPATI
HIGHLIGHTS	Charts
POSSIBLE USE	Educators, parents, classes in educational television
SYNOPSIS	Outline goals of central, local MPATI research on the successes, failures of ITV.

18. (The) EVOLUTION OF LIFE

TIME	15 minutes
PRODUCER	CBC
SUBJECT AREA	Biology
HIGHLIGHTS	Good lighting, utilizes film clips
POSSIBLE USE	Training
SYNOPSIS	Introduction to the world of invertebrates.

19. EXCERPTS FROM TELEVISION LESSONS

TIME	23:30 minutes
PRODUCER	MPATI
SUBJECT AREA	Sampler of MPATI programs
POSSIBLE USE	Production, utilization; general use
SYNOPSIS	MPATI Director of Course Development presents samples of language, science, history courses for television.

20. EXPLORING NATURE

TIME	30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Elementary Science
HIGHLIGHTS	Film clips, micro-photography
POSSIBLE USE	Television teacher utilization
SYNOPSIS	Film traces reproductive cycle rock weed (minnow) and cycle of rabbit.

21. EXPLORING NATURE

TIME	30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Elementary Science
HIGHLIGHTS	Uses film clips, animated illustrations, diagrams
POSSIBLE USE	Television teacher utilization
SYNOPSIS	Experimental program on nature of the internal ocean of blood.

22. EXPLORING THE EDGE OF SPACE

TIME	20 minutes (color)
PRODUCER	ETS of Princeton, New Jersey
SUBJECT AREA	Science
HIGHLIGHTS	Research film clips, still photos used to tell story of space research using balloons
POSSIBLE USE	Production techniques
SYNOPSIS	Films show actual launchings, ascents to edge of space; traces historical development of balloons. Recommended for demonstration viewing.

23. (The) FLOW OF LIFE

TIME	20 minutes (color)
PRODUCER	ETS for MPATI
SUBJECT AREA	Biology
HIGHLIGHTS	Fine micro-photography of living tissue. Excellent production.
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	Description of essence of microcirculation within the body. Related experiments show importance of study of microcirculation. Recommended for demonstration viewing.

24. FOCUS

TIME	29 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Social Studies
HIGHLIGHTS	Still photos of social conditions in non-western countries
POSSIBLE USE	Television teacher utilization
SYNOPSIS	Teacher discusses problem of "exporting" democracy to peoples of non-western world.

25. GEOMETRY

TIME	20 minutes
PRODUCER	CBC for Nova Scotia Schools
SUBJECT AREA	Geometry
HIGHLIGHTS	Pegboard used as background upon which a circle is bisected
POSSIBLE USE	Television teacher utilization; production techniques
SYNOPSIS	Film is introduction to a major unit of work in Grade 11 geometry. Helpful for teacher with little background in teaching math.

26. GEOMETRY

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	Geometry
HIGHLIGHTS	New terms superimposed on screen, excellent visuals. Recommended for demonstration viewing.
POSSIBLE USE	Classroom utilization
SYNOPSIS	Dihedral angle is discussed using labeled models to illustrate concepts. Helpful for teacher with little or no math background.

27. GEOMETRY

TIME	31 minutes
PRODUCER	Oklahoma City Schools
SUBJECT AREA	Geometry
HIGHLIGHTS	Utilizes rear screen for illustrating problems
POSSIBLE USE	In-service training of television, classroom teachers
SYNOPSIS	Instruction on parallel planes theorem shows complementary functions of television and classroom teacher.

28. INTERVIEW WITH DR. STODDARD

TIME	22 minutes
PRODUCER	KUON-TV
SUBJECT AREA	ETV and Ford Foundation
POSSIBLE USE	Orienting ETV/ITV groups; ETV seminars
SYNOPSIS	Discussion of Ford Foundation involvement in ETV experiments; three approaches to ETV/ITV programming.

29. KNOW YOUR SCHOOLS

TIME	30 minutes
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	How television is employed in schools
HIGHLIGHTS	Variety of production techniques
POSSIBLE USE	Classroom, television teacher utilization; uses of television in teaching
SYNOPSIS	Representative sampling of television used in classes.

30. LIGHT

TIME	29 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Elementary Science
HIGHLIGHTS	Demonstration shows properties of light
POSSIBLE USE	Television teacher utilization; production techniques
SYNOPSIS	Simple, unique experiments used to show characteristics of light.

31. LISTEN, SPEAK, LEARN

TIME	12 minutes (color)
PRODUCER	Rheem-Califone Corp.
SUBJECT AREA	Language lab utilization
HIGHLIGHTS	Varied operations of language lab are shown
POSSIBLE USE	Classroom utilization; foreign language
SYNOPSIS	Film shows techniques of using language lab to teach a foreign language. Recommended for demonstration viewing.

32. LIVING SCIENCE FOR TEACHERS

TIME	30 minutes
PRODUCER	KUON-TV for NCET
SUBJECT AREA	Science—In-service
POSSIBLE USE	Television, classroom teacher utilization
SYNOPSIS	Weather bureau expert explains how weather is caused.

33. THE LIVING WORLD (Development of Man)

TIME	25 minutes
PRODUCER	WHYY-TV
SUBJECT AREA	Biology
HIGHLIGHTS	Effective use of superimpositions
POSSIBLE USE	Television teacher utilization; production techniques
SYNOPSIS	Development of man seen in Java, Neanderthal, Cro-Magnon men.

34. (The) LIVING WORLD (Insects)

TIME	25 minutes
PRODUCER	WHYY-TV
SUBJECT AREA	Biology
HIGHLIGHTS	Use of film clips to show destructive insects at work
POSSIBLE USE	Production
SYNOPSIS	Film clips, illustrations show effects of insects on health, history, economy.

35. MATHEMATICIAN AND THE RIVER

TIME	20 minutes (color)
PRODUCER	ETS for MPATI
SUBJECT AREA	Applied Mathematics
HIGHLIGHTS	Color photography. Scale model of Mississippi; Ohio-Missouri rivers system well used.
POSSIBLE USE	Classroom enrichment; production training; ideas in mathematics.
SYNOPSIS	Mathematicians role in controlling elements about him; formulas designed to control flooding of major river systems.

36. NEUTRONS AND HEART OF MATTER

TIME	20 minutes (color)
PRODUCER	ETS
SUBJECT AREA	Natural Science
HIGHLIGHTS	A complex subject told in easy terms. Fine photography. Well edited. Creatively directed.
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	Mr. D. J. Hughes takes us behind the scenes at Brookhaven Lab. A research process involving sub-atomic particles is revealed. Excellent animation explains processes seen.

37. NEW LIVES FOR OLD

TIME	20 minutes (color)
PRODUCER	ETS
SUBJECT AREA	Cultural Anthropology
HIGHLIGHTS	Documentation of a vanishing way of life. Location, New Guinea
POSSIBLE USE	Classroom enrichment
SYNOPSIS	Remains of an old village are traveled via diorama. Change, to present mode, via location filming. Rituals and artifacts compared.

38. NON AND MAI TROPPO TARDI

TIME	35 minutes
PRODUCER	Distributed by Brenda A. Coy
SUBJECT AREA	Literacy
HIGHLIGHTS	Program makes use of pantomime, robot model, line drawings, vu-graph projections
POSSIBLE USE	Production utilization; general application
SYNOPSIS	Pantomime used to teach everyday happenings and experiences. (In Italian)

39. OLD WORLD HISTORY AND GEOGRAPHY

TIME	20 minutes
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	Social Studies
HIGHLIGHTS	Variety of production techniques: rear screen, film clips, stills
POSSIBLE USE	Production classes; Producer-Director training
SYNOPSIS	Country, people of Australia are discussed; includes good animal photography.

40. OLD WORLD HISTORY AND GEOGRAPHY

TIME	20 minutes
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	Social Studies
HIGHLIGHTS	Well executed camera work, imaginative stage sets
POSSIBLE USE	Production techniques; television teacher utilization and training
SYNOPSIS	Instructor describes life, customs in United Kingdom countries, British Commonwealth nations.

41. OLD WORLD HISTORY AND GEOGRAPHY

TIME	20 minutes
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	Social Studies
HIGHLIGHTS	Creative imagination seen in staging techniques
POSSIBLE USE	Production classes; television teacher utilization
SYNOPSIS	Teacher compares democracy in United States with government of United Kingdom; evolvement of the English form.

42. ONE NATION, INDIVISIBLE: CONGRESSIONAL ORGANIZATION

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	Civics
HIGHLIGHTS	Film includes animated cartoon on typical day of U.S. Congressmen
POSSIBLE USE	Television teacher utilization; production techniques
SYNOPSIS	Review of congressional organization through legislative reorganization act 1946.

43. OPERATION: AIRBORNE TELEVISION

TIME	27 minutes
PRODUCER	MPATI
SUBJECT AREA	ETV orientation
POSSIBLE USE	Orientation ETV groups
SYNOPSIS	Orientation to MPATI, excerpts from program schedule.

44. OUR CHANGING WORLD

TIME	30 minutes
PRODUCER	WTTW-TV for MPATI
SUBJECT AREA	Social Studies
HIGHLIGHTS	Extensive use of news film taken in late 1930's in India
POSSIBLE USE	Production ideas/techniques
SYNOPSIS	India's movement toward independence told through historic newsreel films.

45. OUR FASCINATING WORLD

TIME	30 minutes
PRODUCER	WEDU-TV
SUBJECT AREA	Social Studies
HIGHLIGHTS	Well paced production; excellent graphics, use of materials
POSSIBLE USE	Production techniques; television teacher training
SYNOPSIS	Impact of science seen in illustrations from period of "Industrial Revolution."

46. OUR FASCINATING WORLD

TIME	26 minutes
PRODUCER	WEDU-TV
SUBJECT AREA	Social Studies
HIGHLIGHTS	Production use of cartoons, illustrations from books, globe
POSSIBLE USE	Production techniques; television teacher utilization
SYNOPSIS	"Industrial Revolution" in England, effects in United States, Russia, France, Germany. Dramatized.

47. PANEL DISCUSSION: AMERICAN GOVERNMENT (12th Grade)

TIME	13:30 minutes
PRODUCER	University of Michigan
SUBJECT AREA	American Government
HIGHLIGHTS	Good lighting
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Panel discussion, suggestions on utilizing telelesson on American government. (Should be used only in conjunction with Teaching With Television, American Government—12th Grade—No. 76)

48. PANEL DISCUSSION: AMERICAN HISTORY

TIME	15 minutes
PRODUCER	University of Michigan/MPATI
SUBJECT AREA	History—Secondary Education
HIGHLIGHTS	Uniformly good production
POSSIBLE USE	Classroom teacher utilization; television teacher techniques
SYNOPSIS	Panel discusses implementing television lesson for large class; student group attitude for successful utilization. (To be used in conjunction with Teaching With Television, American History—No. 77)

49. PANEL DISCUSSION: AMERICAN LITERATURE (12th Grade)

TIME	15 minutes
PRODUCER	University of Michigan
SUBJECT AREA	American Literature
HIGHLIGHTS	Good production techniques
POSSIBLE USE	In-service training of studio, classroom teachers
SYNOPSIS	Panel discusses teaching in auditorium, studio; immediate follow-up; combining history, literature studies. (Should be used with Teaching With Television, American Literature—12th Grade—No. 78)

50. PANEL DISCUSSION: ARITHMETIC (6th Grade)

TIME	20 minutes
PRODUCER	University of Michigan for MPATI
SUBJECT AREA	Primary Arithmetic
POSSIBLE USE	Utilization demonstration for new classroom teachers
SYNOPSIS	Program illustrates good introduction, follow-up; includes discussion of importance of team teaching. (To be used in conjunction with Teaching With Television, Arithmetic—6th Grade—No. 79)

51. PANEL DISCUSSION: BIOLOGY (10th Grade)

TIME	15 minutes
PRODUCER	University of Michigan
SUBJECT AREA	Biology—High School
HIGHLIGHTS	Good television production techniques
POSSIBLE USE	In-service training, studio and classroom teachers
SYNOPSIS	Teacher panel discusses television lesson follow-up, activities suitable in follow-up, methods of achieving student rapport. (To be used in conjunction with Teaching With Television, Biology—10th Grade—No. 80)

52. PANEL DISCUSSION: FRENCH (3rd and 4th Grades)

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary French
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Panel discussion on utilization problems of teacher using French telelesson for first time. (Should be used with Teaching With Television, French—3rd and 4th Grades—No. 81)

53. PANEL DISCUSSION: GEOMETRY (10th Grade)

TIME	16 minutes
PRODUCER	University of Michigan
SUBJECT AREA	Panel discussion of lesson
HIGHLIGHTS	Discussion relates closely to lesson; both should be used together
POSSIBLE USE	Classroom utilization
SYNOPSIS	Panel discusses concepts of teaching geometry in classroom and through television. (Should be used with Teaching With Television, Geometry—10th Grade—No. 82)

54. PANEL DISCUSSION: MUSIC (2nd Grade)

TIME	20 minutes
PRODUCER	University of Michigan/MPATI
SUBJECT AREA	Primary Music
POSSIBLE USE	Utilization training classroom teachers
SYNOPSIS	Panel discussion on non-musical follow-up activities to a music lesson. (Should be used in conjunction with Teaching With Television, Music—2nd Grade—No. 83)

55. PANEL DISCUSSION: SCIENCE (Elementary)

TIME	15 minutes
PRODUCER	University of Michigan
SUBJECT AREA	Primary Science
HIGHLIGHTS	Good direction
POSSIBLE USE	Training classroom utilization to teachers
SYNOPSIS	Panel discussion on value of television lesson, how classroom teacher can capitalize on using it. Recommended for new science teachers. (Should be used in conjunction with Teaching With Television, Science—Elementary—No. 84)

56. PANEL DISCUSSION: SOCIAL STUDIES (6th Grade)

TIME	21 minutes
PRODUCER	University of Michigan/MPATI
SUBJECT AREA	Social Studies
POSSIBLE USE	Teacher utilization
SYNOPSIS	Panel discusses question of balance between television teaching and reinforcement in classroom. Also utilization projects. (Should be used in conjunction with Teaching With Television, Social Studies—6th Grade—No. 85)

57. PANEL DISCUSSION: SPANISH (5th and 6th Grades)

TIME	20 minutes
PRODUCER	University of Michigan
SUBJECT AREA	Elementary Spanish
POSSIBLE USE	Classroom, television teacher utilization; general teacher training
SYNOPSIS	Panel discusses aids for television follow-up; tape recorders, visuals, songs, etc. (Should be used in conjunction with Teaching With Television, Spanish—5th and 6th Grades—No. 86)

58. PANEL DISCUSSION: WORLD HISTORY (9th Grade)

TIME	16 minutes
PRODUCER	University of Michigan
SUBJECT AREA	World History
POSSIBLE USE	Classroom teacher utilization, Producer-Director background, television teacher training, general teacher training
SYNOPSIS	Panel discusses guiding post-lesson thinking of students; creating critical approach to studies. (Should be used in conjunction with Teaching With Television, World History—9th Grade—No. 87)

59. PENMANSHIP

TIME	15 minutes
PRODUCER	KDPS-TV
SUBJECT AREA	Language Arts
HIGHLIGHTS	Blackboard, graphics are attached to backdrop
POSSIBLE USE	Classroom utilization
SYNOPSIS	Television teacher illustrates direct oval, over-curve, under-curve, upper-loop, and over-loop letters.

60. PHYSICS

TIME	17 minutes
PRODUCER	Nova Scotia Schools
SUBJECT AREA	Physics
HIGHLIGHTS	Use of close-ups on demonstrations
POSSIBLE USE	Teacher training classes
SYNOPSIS	Teacher demonstrates specific gravity of liquids.

61. PRACTICAL POLITICS

TIME	16:30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Civics
HIGHLIGHTS	On-location filming of drama thoughtfully written, professionally acted
POSSIBLE USE	Production techniques using films
SYNOPSIS	Case study of local politics in action. Open-ended programs leave student with a problem to solve.

62. PRACTICAL POLITICS

TIME	15 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Civics
HIGHLIGHTS	The whole production
POSSIBLE USE	Production techniques; utilization
SYNOPSIS	Film depicts attempt to overcome machine politics in winning support of key precincts.

63. PRACTICAL POLITICS

TIME	15 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Civics
HIGHLIGHTS	The whole production
POSSIBLE USE	Production techniques
SYNOPSIS	Culmination of Bill Archer's quest for a seat in the State Legislature. Dramatic presentation leaving open-ended questions for student discussion.

64. PROJECT MOHOLE

TIME	20 minutes (color)
PRODUCER	ETS for Princeton, New Jersey
SUBJECT AREA	Geology
HIGHLIGHTS	Echo sounding graphs integrated with drawings, use of sound effects
POSSIBLE USE	Production techniques; documentary films; television production classes
SYNOPSIS	Probing crust of earth for Mohole layer. Recommended for demonstration viewing.

65. QUE TAL AMIGOS

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Spanish
HIGHLIGHTS	Creative, imaginative visuals are used
POSSIBLE USE	Classroom teacher utilization; production techniques; In-service training for television teachers
SYNOPSIS	Teacher and puppet continue elementary Spanish instruction; good review and follow-up.

66. QUE TAL AMIGOS

TIME	19:38 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Spanish
POSSIBLE USE	Classroom, television teacher utilization; production techniques
SYNOPSIS	Continued instruction in begin-illustrating "action words" in Spanish. Recommended for demonstration viewing.

67. QUE TAL AMIGOS

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Spanish
HIGHLIGHTS	Simple illustrations; puppets
POSSIBLE USE	Television teacher training
SYNOPSIS	Continued Instruction in beginning Spanish by aural-oral method.

68. (The) REALM OF THE GALAXIES

TIME	18:30 minutes (color)
PRODUCER	ETS
SUBJECT AREA	Natural Science
HIGHLIGHTS	Animated charts used very effectively. Good use of diagrams and photographic plates
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	Drs. Horning and Sandage describe an exploration of the galaxies. Viewer sees through Mount Palomar telescope. Print has splices but general condition good.

69. (The) SCIENCE CORNER

TIME	20 minutes
PRODUCER	New York University Television Center
SUBJECT AREA	Primary Science
HIGHLIGHTS	Use of larger-than-life models of spider, film clips of spiders
POSSIBLE USE	Production
SYNOPSIS	Film shows what spider is, how it makes a web, how the young spider is born.

70. SCIENCELAND SERIES

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Primary Science
HIGHLIGHTS	Creative staging; open and close features a long pan of "Scienceland" mural
POSSIBLE USE	Direct teaching
SYNOPSIS	A hamster and parrot highlight a visit to Scienceland's Pet Shop, Science House, and country spaces.

71. SINGING, LISTENING, DOING

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Music
HIGHLIGHTS	Good use of sound effects. Early, complete rapport with audience.
POSSIBLE USE	Television teacher training
SYNOPSIS	Teacher combines primary music, story telling into an interesting ITV program.

72. SINGING, LISTENING, DOING

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Music
HIGHLIGHTS	Good use of sound effects, graphics, supers.
POSSIBLE USE	Television teacher techniques, training; Producer-Director techniques, classes
SYNOPSIS	Teacher sings, plays piano and xylophone to demonstrate musical concepts.

73. SOUND

TIME	30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Elementary Science
HIGHLIGHTS	Sound demonstrations using musical instruments; superimpositions of oscilloscope wave pattern
POSSIBLE USE	Production techniques
SYNOPSIS	Eugene Gray answers question: What makes up sound?

74. (A) STUDY OF HISTORY

TIME	10 minutes
PRODUCER	Central Michigan University
SUBJECT AREA	Social Studies—Secondary
HIGHLIGHTS	Rear screen used in introduction
POSSIBLE USE	Utilization training for television teachers
SYNOPSIS	Part of a telelesson that serves as an introduction to the study of history.

75. 10 MINUTES WITH GLENN GOULD

TIME	10 minutes
PRODUCER	CBC
SUBJECT AREA	Music
POSSIBLE USE	Production
SYNOPSIS	Glenn Gould displays piano artistry, tells how he became a musician. Recommended for demonstration viewing.

76. TEACHING WITH TELEVISION

TIME	60 minutes
PRODUCER	MPATI
SUBJECT AREA	American Government—12th Grade
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Motivation, telelesson, and utilization follow-up. (Should be used with related discussion film—No. 47)

(PLEASE REFER TO INTRODUCTORY PAGE OF THIS SECTION FOR TERMS GOVERNING USE OF THESE KINES)

77. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	American History
HIGHLIGHTS	Television set, overhead projector, screen, maps seen in studio classroom
POSSIBLE USE	Classroom teacher utilization training
SYNOPSIS	Excellent motivation, television lesson (Cost of Civil War), good student participation in follow-up. (Should be used with related discussion film—No. 48)

78. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	American Literature—12th Grade
HIGHLIGHTS	Good production techniques
POSSIBLE USE	Recommended for teachers using television viewing rooms
SYNOPSIS	Camera "cuts" between students, teacher, lesson, to show individual reactions to televised instruction. (Should be used with related discussion film—No. 49)

79. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	Arithmetic—6th Grade
HIGHLIGHTS	Good visual demonstrations
POSSIBLE USE	In-service training in classroom utilization
SYNOPSIS	Films show good teacher technique in pre-television lesson motivation, post-lesson utilization. (Should be used with related discussion film—No. 50)

80. TEACHING WITH TELEVISION

TIME	50 minutes
PRODUCER	MPATI
SUBJECT AREA	Biology—10th Grade
HIGHLIGHTS	Illustrates need for proper student motivation
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	The grasshopper is viewed as part of "The Living World." (Should be used with related discussion film—No. 51)

81. TEACHING WITH TELEVISION

TIME	45 minutes
PRODUCER	MPATI
SUBJECT AREA	French—3rd and 4th Grades
HIGHLIGHTS	Silent film used for opening of program
POSSIBLE USE	Classroom utilization
SYNOPSIS	Motivation, telelesson, and follow-up using songs, French description of a model house. (Should be used with related discussion film—No. 52)

82. TEACHING WITH TELEVISION

TIME	45 minutes
PRODUCER	MPATI
SUBJECT AREA	Geometry—10th Grade
HIGHLIGHTS	Shows close correlation between television lesson and student's books
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Teacher prepares class for lesson on parallels; demonstrates reliance on both television and text.(Should be used with related discussion film—No. 53)

83. TEACHING WITH TELEVISION

TIME	60 minutes
PRODUCER	MPATI
SUBJECT AREA	Music—2nd Grade
HIGHLIGHTS	Illustrates excellent preparation and motivation
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Motivation, telelesson, and follow-up. (Should be used with related discussion film—No. 54)

84. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Science
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Class prepares for, views television lesson on the "Spider"; class uses insect cocoons, egg sacks, mounted spider in follow-up. (Should be used with related discussion film—No. 55)

85. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	Social Studies—6th Grade
HIGHLIGHTS	Film shows correlation of classroom preparation and television lesson
POSSIBLE USE	Production classes; television teacher utilization
SYNOPSIS	Classroom teacher motivates students for television lesson on Magna Charta; television lesson. (Should be used with related discussion film—No. 56)

86. TEACHING WITH TELEVISION

TIME	45 minutes
PRODUCER	MPATI
SUBJECT AREA	Spanish—5th and 6th Grades
POSSIBLE USE	Recommended for classroom utilization training
SYNOPSIS	Motivation, television lesson, and follow-up for elementary language class (Should be used with related discussion film—No. 57)

87. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	World History—9th Grade
HIGHLIGHTS	Fine example of follow-up to television lesson
POSSIBLE USE	Recommended for in-service training of classroom teachers
SYNOPSIS	Teacher demonstrates water wheel in pre-lesson motivation; follows with effective utilization. (Should be used with related discussion film—No. 58)

88. THINKING MACHINE

TIME	20 minutes (color)
PRODUCER	ETS for MPATI
SUBJECT AREA	Cybernetics
HIGHLIGHTS	Model of human compared against back drop of high speed digital computers
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	New York University doctors compare the human brain with a computer to illustrate that the brain is more complex than any machine or computer

89. THRESHOLD OF TOMORROW

TIME	30 minutes
PRODUCER	South Carolina ETV Center
SUBJECT AREA	Role of ETV
HIGHLIGHTS	Good art direction, numerous graphics
POSSIBLE USE	ETV/ITV orientation; ETV classes
SYNOPSIS	ETV story of South Carolina; reviews programming. Describes 6-channel CCTV systems.

90. TO MAKE IT CLEAR

TIME	16:57 minutes (color)
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	Preparation of vu-graph slides
POSSIBLE USE	Broad applications: Art, television-graphic art training; classroom teacher utilization
SYNOPSIS	Film outlines step-by-step preparation color vu-graph slides. Recommended for demonstration viewing.

91. TWELFTH NIGHT

TIME	8 minutes
PRODUCER	BBC
SUBJECT AREA	English Literature
HIGHLIGHTS	Use of special effects generator for inserts
POSSIBLE USE	Types of production techniques
SYNOPSIS	London of Shakespeare's time compared with the London of today. Recommended for demonstration viewing.

92. WOMEN IN DAVID COPPERFIELD'S LIFE

TIME	30 minutes
PRODUCER	CBC
SUBJECT AREA	English Literature
HIGHLIGHTS	Utilizes segments of film from British motion picture "David Copperfield"
POSSIBLE USE	Techniques of production
SYNOPSIS	Program illustrates David Copperfield's dependence on women in his life. Recommended for demonstration viewing.

93. WORK, ENERGY, POWER

TIME	20 minutes
PRODUCER	BBC
SUBJECT AREA	Engineering
HIGHLIGHTS	Well integrated film clips, animated diagrams; use of split screen
POSSIBLE USE	Production technique classes
SYNOPSIS	Meaning of work, energy, power calculated through use of film clips, diagrams. Recommended for demonstration viewing.

94. WORLD CULTURES (West Africa)

TIME	25 minutes
SUBJECT AREA	Social Studies
HIGHLIGHTS	Objects, art of West Africa
POSSIBLE USE	Production utilization
SYNOPSIS	Program provides close-up look at objects that are integral part of culture of Sierre Leone, West Africa

95. WORLD CULTURES (Korea)

TIME	24:30 minutes
PRODUCER	Pittsburgh
SUBJECT AREA	Social Studies
HIGHLIGHTS	Program uses many still photographs, camera pans, tilts, zooms for movement
POSSIBLE USE	Production technique classes
SYNOPSIS	Korean life, customs seen in study of still photos by Ted Conant, Ford Foundation.

96. WORLD HISTORY

TIME	30 minutes
PRODUCER	WUNC-TV
SUBJECT AREA	Social Studies
HIGHLIGHTS	Illustration of paintings showing Napoleon in victory and defeat
POSSIBLE USE	Utilization
SYNOPSIS	Lesson traces rise and fall of Napoleonic Empire.

97. (The) WORLDS OF DR. VISHNIAC

TIME	20 minutes (color)
PRODUCER	ETS—Princeton, New Jersey
SUBJECT AREA	Micro-biology
HIGHLIGHTS	Excellent close-up microcinematography
POSSIBLE USE	Production techniques
SYNOPSIS	Dr. Vishniac shows lab, research equipment; also life processes one-cell animals under high magnification. Recommended for demonstration viewing.

98. VISUAL PERCEPTION

TIME	20 minutes (color)
PRODUCER	ETS
SUBJECT AREA	Physics
HIGHLIGHTS	Ingenious models and diagrams used throughout; excellent photography
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	Audience is conducted into a world of optical illusions. Film illustrates that what we see and what we perceive are two different things.

VIDEO TAPE RECORDERS

There are many types of video tape recorders in use by educational institutions across the United States . . . and more and different makes and models are continually being introduced into the market.

In order to meet the varied technical needs of its patrons, Great Plains National Instructional Television Library is prepared to duplicate recorded instructional materials to the configurations of several major video tape recorders now on the market — providing proper compatibility determination has been assured by the manufacturer's engineering department.

ALL GPNITL courses are available on standard quadruplex video tape at either 15 inches per second or 7½ i.p.s.—and on tape for playback on the Ampex 660 and 7000 model recorders (both helical scan).

And . . through the courtesy of the following-named firms, helical scan recorder models have been placed with GPNITL on an indefinite loan basis for duplication purposes: Concord Electronics Corp. of Los Angeles, Cal., through Heimann Co., Inc., of Minneapolis, Minn. (Concord); Dage-Bell Corp. of Michigan City, Ind. (Dage); Revere-Mincom Division of The 3M Company, St. Paul, Minn. (Wollensak); The Sony Corp. of America through its Videocorder and Hi Fi Components Division (CV 2000) and its Industrial Products Division (EV 200 and PV 120 U).

The specific brands and model numbers now at GPNITL on this loan basis:

Concord VTR 600
Dage DV 300
Wollensak VTR 150
Sony CV 2000
Sony EV 200
Sony PV 120 U

All the noted machines have been tested by the manufacturer's engineering departments and compatibility is assured. As new models are introduced into the field, their performance is being evaluated by the Library's engineering department.

Great Plains is grateful for the cooperation exhibited by the above-named firms. Their contribution of equipment is adding immensely to the betterment of education through the television medium.

It should also be noted that because of identical deck specifications existing between the recorders noted above and those currently distributed by **General Electric, Raytheon, Panasonic, General Precision Laboratories, Sylvania, Packard-Bell, Litton Educational Technology, Diamond Camera** and **RCA,** duplication to these machines is also possible by Great Plains Library.

(NOTE: Although Great Plains telecourses, when leased, are available in all the VTR modes noted above, we hasten to again explain that the "no charge" preview materials are available only on standard quad tape or kinescope.)

A THANK YOU . . .

The Great Plains National Instructional Television Library offers sincere thanks and appreciation to its many patrons over the years. Their faith and trust in the ITV library concept is responsible for GPNITL's continuing and effective service to education:

ALABAMA—Jefferson County Board of Education, Birmingham; Huntsville City Schools.

ALASKA—Greater Anchorage Area Borough School District; North Star Borough School District, Fairbanks.

ARIZONA—State Department of Public Instruction—KAET and KUAT, Phoenix; American Institute for Foreign Trade—KAET, Phoenix.

ARKANSAS—Arkansas ETV Commission (Little Rock)—KETS, Conway.

CALIFORNIA—Fresno County Schools; Archdiocese of Los Angeles; Valley ITV Association—KVIE and KIXE, Sacramento; San Bernardino County Schools—KVCR; San Diego Area ITV Authority—KEBS; Santa Clara County Schools—KTEH, San Jose; Los Angeles County Schools—KCET.

CANADA—Canadian Broadcasting Corp. (Educational Division), Toronto.

COLORADO—Colorado Springs Public Schools; Denver Public Schools—KRMA; Southern Colorado ETV Association, Pueblo.

DELAWARE—Delaware ETV Network, Dover.

FLORIDA—Alachua County Public Schools — WUFT, Gainesville; Dade County Board of Public Instruction —WTHS, Miami.

GEORGIA—Georgia ETV Network, Atlanta.

HAWAII—State Department of Education—KHET, Honolulu.

ILLINOIS—Southern Illinois ITV Association — WSIU, Carbondale; Chicago Area School Television, Inc.—WTTW and WXXW; Bradley University, Peoria; Rock Valley College, Rockford; New Trier Township ITV, Winnetka; Sterling Township High School, Sterling.

INDIANA—Midwest Program Airborne Television Instruction, Inc., Lafayette (serving Illinois, Indiana, Kentucky, Wisconsin, Ohio, Michigan).

IOWA—Iowa State University—WOI, Ames; Des Moines Public Schools—KDPS; Area Twelve Elementary TV Program, Sioux City; Northeastern Iowa ETV Council, Tipton.

KANSAS—Washburn University—KTWU, Topeka.

KENTUCKY—Kentuckiana ETV Council—WFPK, Louisville.

LOUISIANA—New Orleans Public Schools—WYES.

MARYLAND—Board of Education of Washington County, Hagerstown.

MASSACHUSETTS—Eastern Educational Network, Cambridge (serving Massachusetts, Connecticut, New York, New Hampshire, Maine, Pennsylvania, District of Columbia . . . and other states).

MICHIGAN—Alpena Public Schools; Michigan Classroom Television—WMSB, East Lansing; Northern Michigan University, Marquette; Michigan State University, East Lansing.

MINNESOTA—KTCA Video Nursing Unit, St. Paul.

MISSOURI—Stephens College, Columbia; University of Missouri, Columbia; Kansas City Public Schools—KCSD; Kirksville Public Schools; KETC, St. Louis.

NEBRASKA—Nebraska Council for ETV, Nebraska ETV Council for Higher Education—both KUON and state network, Lincoln; University of Nebraska, Lincoln; Metropolitan Omaha Educational Broadcasting Association—KYNE, Omaha.

NEVADA—State Department of Education, Carson City.

NEW HAMPSHIRE—University of New Hampshire—WENH, Durham.

NEW YORK—New York State Education Department and state ETV network, Albany; Southern Tier ETV Association, Binghamton; Catholic Diocese of Brooklyn; New York City Public Schools—WNYE, Brooklyn; ETV Council of Central New York — WCNY (Syracuse), Liverpool; WNDT, New York City; Rochester Area ETV Association — WXXI; Rochester City Schools; Archdiocese of New York, Yonkers; Mohawk-Hudson Council for ETV—WMHT, Schenectady; St. Lawrence Valley ETV Council, Watertown; Corning City School District.

NORTH CAROLINA—WTVI, Charlotte.

NORTH DAKOTA—North Central Council for School Television—KFME, Fargo.

OHIO—Bowling Green State University—WBGU; ETV Association of Metropolitan Cleveland—WVIZ; Miami University—WMUB, Oxford.

OKLAHOMA—Oklahoma City Public Schools—KOKH.

OREGON—State Department of Education—KOAP and KOAC, Salem.

PENNSYLVANIA—Northwest Pennsylvania Regional Broadcasting Council—KQLN, Erie; Metropolitan Pittsburgh Educational Television—WQED; Allegheny Educational Broadcast Council—WPSX, University Park; Tri-State Instructional Broadcasting Council—WHYY (Philadelphia), Yeadon.

SOUTH CAROLINA—South Carolina ETV Network, Columbia.

SOUTH DAKOTA—South Dakota ITV Council — KUSD (Vermillion) and state network, Sioux Falls.

TENNESSEE—Metropolitan Board of Education—WDCN, Nashville.

TEXAS—Southwest Texas ETV Council—KLRN, Austin-San Antonio; Gulf Region ETV Affiliates—KUHT, Houston; Spring Branch Independent School District, Freeport.

UTAH—State Department of Education—KUED and state network, Salt Lake City.

VERMONT—Vermont Educational Television, state network, Winooski.

VIRGINIA—Hampton Roads ETV Association—WHRO, Norfolk; Blue Ridge ETV Association—WBRA, Roanoke.

WASHINGTON—University of Washington—KCTS, Seattle; Inland Empire ETV—KSPS, Spokane; Tacoma Public Schools—KTPS.

WISCONSIN—Committee for Northeastern Wisconsin In-School Television (No. 9), Green Bay; University of Wisconsin—WHA, Madison; Milwaukee Public Schools —WMVS and WMVT.

WYOMING—Greater Wyoming ITV Council, Casper.

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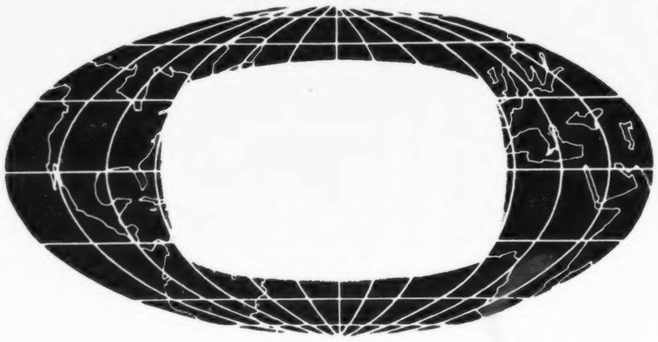

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